

SCHOOL AND COMMUNITY

VOL. XXII

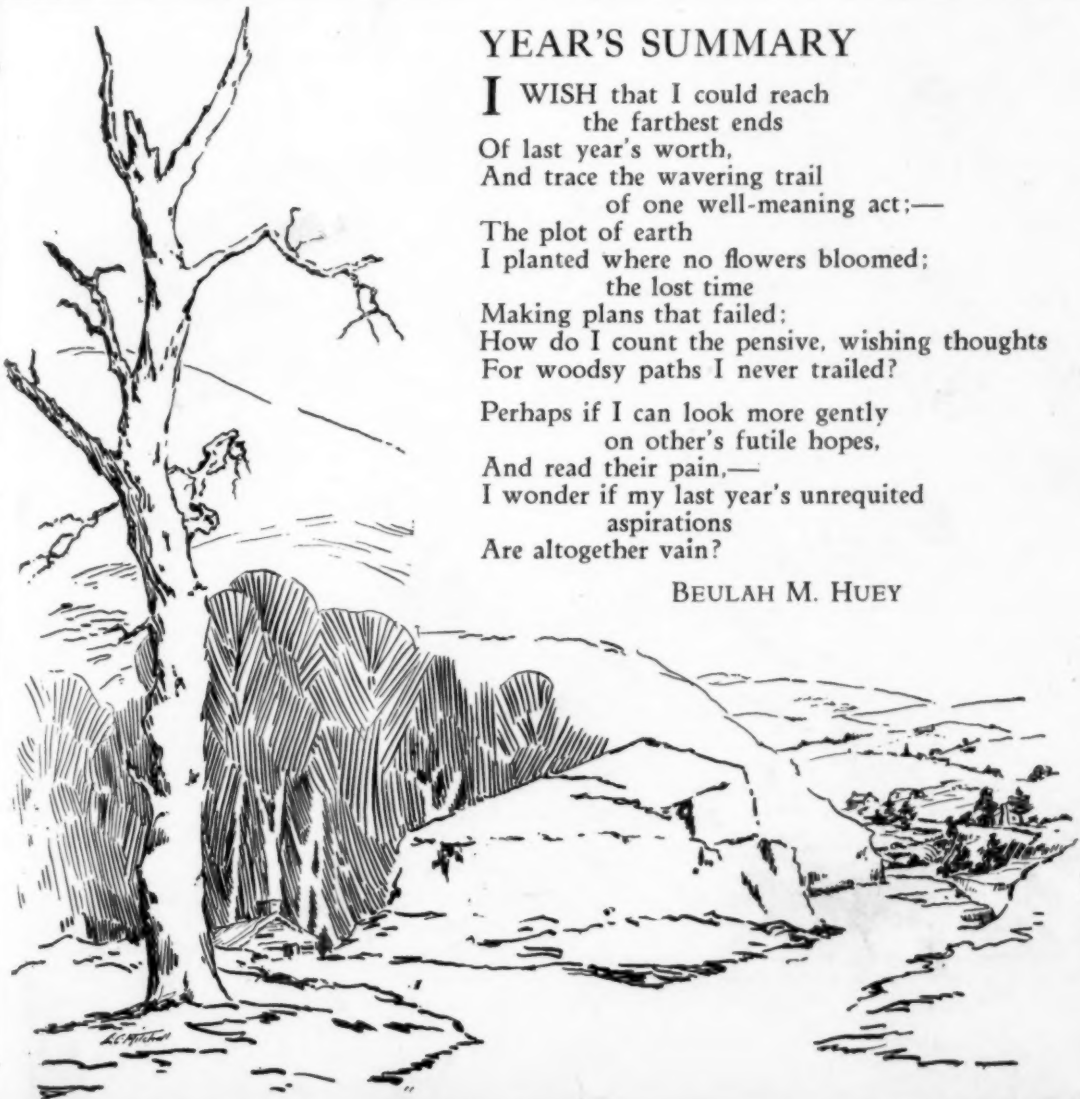
JANUARY, 1936

No. 1

YEAR'S SUMMARY

I WISH that I could reach
the farthest ends
Of last year's worth,
And trace the wavering trail
of one well-meaning act;—
The plot of earth
I planted where no flowers bloomed;
the lost time
Making plans that failed;
How do I count the pensive, wishing thoughts
For woodsy paths I never trailed?
Perhaps if I can look more gently
on other's futile hopes,
And read their pain,—
I wonder if my last year's unrequited
aspirations
Are altogether vain?

BEULAH M. HUEY



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXII

JANUARY, 1936

No. 1

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS ASSOCIATION. Next Meeting, Kansas City, November 11-14, 1936.

General Officers

W. W. Parker, President, Cape Girardeau, President, State Teachers College; W. H. McDonald, 1st Vice-President, Trenton, Superintendent of Schools; Beulah B. Tatman, 2nd Vice-President, Kansas City, Teacher, Northeast Jr. High School; Mrs. Florence D. Begeman, 3rd Vice-President, Troy, County Superintendent of Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary of Reading Circle Board, Advertising Manager of School and Community; Thos. J. Walker, Columbia, Editor of School and Community and Associate Secretary-Treasurer; T. E. Vaughan, Columbia, Assistant Secretary and Business Manager.

Executive Committee

Ethel Hook, Chairman, Kirksville, Director of Libraries, State Teachers College; W. W. Parker, Ex-Officio, Cape Girardeau, President, State Teachers College; Henry J. Gerling, St. Louis, Superintendent of Instruction; Leslie H. Bell, Lexington, Superintendent of Schools; Mary C. Ralls, Kansas City, Teacher, E. C. White School; John W. Edie, Maysville, Superintendent of DeKalb County Schools; Alice Pittman, Springfield, Principal, Phelps School.

Legislative Committee

George Melcher, Chairman, Board of Education Bldg., Kansas City, Price L. Collier, Richmond; B. B. Cramer, Smithville; John W. Edie, Maysville; Edith Gallagher, Roosevelt Jr. High School, St. Joseph; Hattie Gordon, 5616 Wyandotte, Kansas City; Geo. L. Hawkins, Board of Education Bldg., St. Louis; C. H. Hibbard, Ava; L. M. Hosman, Cameron; Theo. W. H. Irion, University of Missouri, Columbia; W. F. Knox, Jefferson City; B. P. Lewis, Rolla; L. O. Little, Neosho; George R. Loughhead, Poplar Bluff; D. R. McDonald, Webb City; W. H. McDonald, Trenton; R. G. Russell, Clayton; W. H. Ryle, State Teachers College, Kirksville; Marion Schott, Kirksville; Roger Smith, Jefferson City; Kathryn Spangler, Clinton; H. P. Study, Springfield; Blanche Templeton, Rock Port; Mrs. Ruby H. Thompson, Charleston; M. B. Vaughan, Montgomery City; W. M. Westbrook, Marshall; Mary B. Womack, Dewey School, St. Louis; L. E. Ziegler, Boonville.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; Everett Keith, Department of Education, Jefferson City.

Committee on Professional Standards and Ethics

Dessa Manuel, Chairman, Bolivar; Stephen Blackhurst, St. Charles; May Peterman, 1403 Edmond, St. Joseph.

Reading Circle Board

County Supt. W. F. Hupé, Chairman, Montgomery City; Cora E. Morris, Bois D'Arc; Supt. G. M. Cozcan, Fredericktown; President H. P. Study, Ex-Officio, Springfield; Supt. Lloyd W. King, Ex-Officio, Jefferson City.

Necrology Committee

Anna L. Swartz, Chairman, Edina, 1937; Francis L. Skaith, Gower, 1935; Willard Graff, Butler, 1935; Jessie Via, Rolla, 1935; W. T. Carrington, Jefferson City, 1936; H. E. Blaine, Joplin, 1936; Beth Kanaga, 3654 Jansen Place, Kansas City, 1936; W. F. Pierce, Cardwell, 1937; Florence Cooper, Mullanphy School, St. Louis, 1937.

Committee on Resolutions

First, I. M. Horn, Memphis, 1936; Second, W. M. Westbrook, Marshall, 1937; Third, John W. Edie, Maysville, 1936; Fourth, R. V. Harman, Northeast High School, Kansas City, 1937; Fifth, James S. McKee, 101 W. 39th, Kansas City, 1937; Sixth, Virgil Cheek, Springfield, 1936; Seventh, L. O. Little, Neosho, 1936; Eighth, W. H. Lemmel, Flat River, 1936; Ninth, C. J. Burger, Washington, 1936; Tenth, W. A. Hudson, Deering, 1937; Eleventh, Rose Ernst, 2903 Russell, St. Louis, 1937; Twelfth, E. S. Lehmann, Kirkwood, 1936; Thirteenth, Mary Mockler, 5812 Clemens, St. Louis, 1937; Ex-Officio, President W. W. Parker, Cape Girardeau and State Supt. Lloyd W. King, Jefferson City.

Committee on Teachers Salaries and Tenure of Office. B. M. Stigall, Chairman, Paseo High School, Kansas City; Fred Miller, Normandy; H. A. Phillips, Warrensburg.

Teachers Retirement Fund Committee

Genevieve M. Turk, Chairman, Scarritt School, Kansas City; Alva L. Allen, Chillicothe; Ward Barnes, Normandy; Mrs. Florence D. Begeman, Troy; Marian Bissett, Springfield; Stephen Blackhurst, St. Charles; C. F. Boyd, Ozark; John L. Bracken, Clayton; Fred L. Cole, Potosi; Frankie Connell, Hannibal; Philippine Crecelius, Blewett High School, St. Louis; L. V. Crookshank, Brookfield; Miles Elliff, Lebanon; E. A. Elliott, Joplin; L. A. Eubank, State Teachers College, Kirksville; Mary Flahive, Scarritt School, Kansas City; W. H. Guenther, Lexington; Stanley Hayden, Kahoka; J. T. Hodge, Cassville; W. A. Hudson, Deering; W. H. Lemmel, Flat River; Don Matthews, Sullivan; W. E. Morrow, State Teachers College, Warrensburg; H. E. Robinson, Yeager School, Kansas City; C. H. Sackett, Roosevelt High School, St. Louis; W. J. Saupé, University of Missouri, Columbia; Chas. Scott, Chaffee; Roy Taylor, Hercauleum; J. V. Thompson, Eminence; Calla E. Varner, Central High School, St. Joseph; M. Wray Witten, Versailles.

Fact-Finding Committee

A. G. Capps, Chairman, University of Mo., Columbia; P. O. Selby, State Teachers College, Kirksville; Everett Keith, State Department of Education, Jefferson City; T. E. Vaughan, M. S. T. A. Bldg., Columbia.



**"Let's have
another health lesson soon,
please!"** say the children who are
using the superb new **HEALTH AND
GROWTH SERIES.**

**Teachers declare that these books make children's
interest in health lessons so keen that teaching
is effortless.**

They are so supremely the
child's own books. The pictures
alone will lure any child to the
desire for good health. Activities
alive with the spirit of child-
hood, are real-life adventures in
building health habits. The con-
tent, in story or straightforward



exposition, answers actual ques-
tions that children have asked.
The language is the youngster's
—simple and direct. And the
pages themselves are so attrac-
tive—type large and well-spaced
and easy to read, margins wide
and free. Children love to use the

Charters—Smiley—Strang **HEALTH and GROWTH SERIES**

There is a book for each grade, from the third through the eighth. Flexible
and easily adaptable, the **HEALTH AND GROWTH SERIES** enables you
to get excellent results in health instruction under many
varying teaching situations and conditions.

Published for your convenience in two editions—a
Three-Book or a Six-Book, identical in content and
illustrations.

For further information, you need only drop a card of inquiry to
the Macmillan office which serves your school.

THE MACMILLAN COMPANY
New York Boston Chicago Dallas Atlanta San Francisco



HOW

to Make it Safe
to Read in Bed



Follow These Simple Rules

Before the science of lighting was thoroughly understood, it was generally thought reading in bed was hard on the eyes or injurious to the health. The danger in doing it lies in improper posture and inadequate light. A few simple rules, if followed, will eliminate any danger to eyesight because of improper light or incorrect posture.

1. Above all, sit up and light up for comfort and protection of your eyes.
2. Don't assume a cramped position, and be sure you have plenty of light on the page, with none glaring into your eyes.
3. Don't overtax your eyes. Give them every consideration, for you have but one pair to last a lifetime.

Use a floor or table lamp whose shade delivers direct light below the level of the eyes. It should be equipped with either one 60- or 75-watt or two 40-watt uncolored lamp bulbs whose light is sufficient to permit reading without eyestrain.

•

KANSAS CITY POWER & LIGHT COMPANY

Baltimore at 14th Street,
Kansas City, Mo.

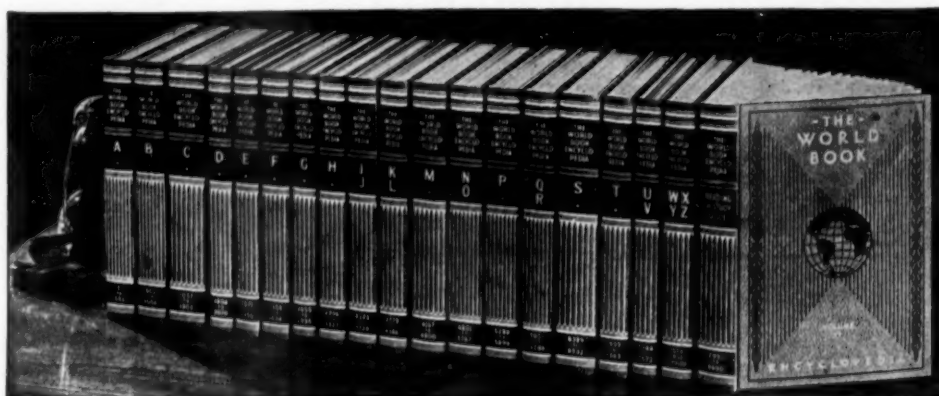
NEW UNIT PLAN EDITION
THE FAMOUS
WORLD BOOK ENCYCLOPEDIA

19 Volumes

9220 Pages

14,000 Illustrations

Officially Approved by Missouri State Department of Education



Units to be Taught in 1936 Now Available:

GRADE I

- ☐ The Home
- ☐ Food in Home
- ☐ Clothing in Home
- ☐ Health Habits

GRADE II

- ☐ Community Life
- ☐ Food in Community
- ☐ Clothing in Community
- ☐ Shelter in Community

GRADE III-IV

- ☐ Study of Commodities
- ☐ Study of Life
- ☐ Early Attempt to Control Sea and Establish Commerce
- ☐ The Vikings
- ☐ Life in Ancient Greece and Rome
- ☐ Health Habits and Hygiene
- ☐ Nature Study

GRADE V-VI

- ☐ Communication
- ☐ American Pioneers and Movements
- ☐ Resources and Industries
- ☐ Cereals and Civilization
- ☐ Study of the Continents

GRADES VII-VIII

- ☐ Transportation
- ☐ Development of Cotton Industry
- ☐ Development of World Exchange
- ☐ U. S. History
- ☐ Bacterial Diseases

The above Teaching Plans based upon these UNITS have been prepared by experts, illustrated and paged to THE WORLD BOOK ENCYCLOPEDIA.

WRITE IMMEDIATELY FOR INFORMATION AS TO HOW TO SECURE ALL THE ABOVE TEACHING PLANS ABSOLUTELY FREE.

ANY TWO SAMPLE UNITS SENT FREE
IF REQUESTED AT ONCE

MAIL COUPON TO:

ROACH-FOWLER COMPANY, 1020 McGee, Kansas City, Missouri.

Name _____

Address _____

City _____



SCHOOL AND COMMUNITY



VOL. XXII

No. 1



JANUARY,

1936

TABLE OF CONTENTS

Editorials		Poetry in the Upper Grades	30
Looking Backward	7	No More Failures	31
Community Associations	8	Testing in Terms of Our Objectives	32
The Unit Method	9	State Department of Education	35
What are School Teachers?	11	A Study of Tenure of Missouri School	
A Suggested Project in Elementary Science	13	Superintendents in Districts Maintaining	
Education a National Responsibility	15	First Class High Schools	39
His 57th Annual State Convention	17	The Magazine World	40
Activity Unit	18	English Curriculum Committee Completes	
Value of Music in the Life of Man	20	Work	43
Can Civilization Survive Under the Capitalist System?—A Debate	21	National Poppy Poster Contest of the	
Some Present-Day Trends in High School		American Legion Auxiliary	45
Education	29	News Notes	46

Index to Advertisers

Albert Teachers Agency	47	Kansas City Power and Light	2
Allyn and Bacon	Fourth cover	Laidlaw Brothers	43
Bass Camera Company	42	Macmillan Company	1
Fisk Teachers Agency	47	Nat'l. Ass'n. Chewing Gum Mfgs.	41
Ginn and Company	39	Pupils Reading Circle	48
Gregg Publishing Company	44	Roach-Fowler	3
Group Insurance	Third cover	Rocky Mtn. Teachers' Agency	47
Houghton Mifflin Company	45	University Publishing Co.	45
Household Finance Corporation	42	Winston Company	5

How Jim Got His Start In Life

From Part-Time School, Keokuk, Iowa.

THIS IS A TRUE STORY. I am sure you have all seen Jim's beautiful home and admired his fine automobiles. He has four cars for the use of himself and his family.

When Jim landed in Keokuk he had nothing but the clothes he had on. He got a job digging ditches. One day while he was working with the gang a sudden rain came up. The men dropped their tools and rushed for shelter. Jim, however, stopped to gather up the tools which the others had dropped and put them where the rain could not touch them. While he was busy the man who had hired him came along. He called to him, "Why don't you get in out of the rain?" Jim replied, "I will when I get these tools gathered up." The man asked, "Are they your tools?" "No," replied Jim. "Then why do you gather them up?" Jim answered, "I hate to see valuable tools ruined." Without another word the man walked away and Jim had to stand the ridicule of his fellow workmen.

A few days later the boss appeared again and walking up to Jim said, "I need a foreman on another job I have. Come with me."

After that the boss seemed to be watching Jim wherever he worked. One promotion followed another. Today Jim is a partner in the business and one of the wealthy men of Keokuk.

Would you stay out in the rain to gather up tools? Some men would say, "That isn't my job." Are they right? What do you do when the men make fun of you for doing right? Which requires more courage, to dare to do right or to listen to the men?

Is it true that industry needs men who will take responsibility? How many men in Jim's gang would take responsibility? What do you think became of these other men? Do you think they are still digging ditches? What will they say if you ask them why Jim is rich and they are poor?

Will they say it is because Jim had a pull? What pull did Jim have? Can everybody have the same pull?

His was a lowly task; he only toiled; At digging ditches through the wearying day, And yet he worked with joy, and at the end Of labor he could say:

"There's a ditch a man can call a ditch;
Honest as I am—built straight and true—
No man could build it better. I'd be glad
To have God look it through."

—Anon.



HAPPY New Year to you! Yes, during every one of the 97 weeks. By actual count there were 97 different weeks celebrated last year, among which were National Thrift Week, Book Week, Life Insurance Week, and so on.

THERE is only one book by means of which your pupils can acquire the priceless habit of using reference books—the dictionary. Encourage the habit by supplying them with **THE WINSTON SIMPLIFIED DICTIONARY**, the only dictionary that defines every word so that its use and meaning can be understood instantly.

LIFE begins at—45.59 years. In a study to determine the age when the human intellect attains its greatest power, it was found that 940 famous American and British writers had their masterpieces published when they had reached this average age.

PREPARING for your second-semester needs? Don't overlook Simpson's **PLANE TRIGONOMETRY AND LOGARITHMS**—the most practical trigonometry ever written, and the most teachable, particularly for high schools.

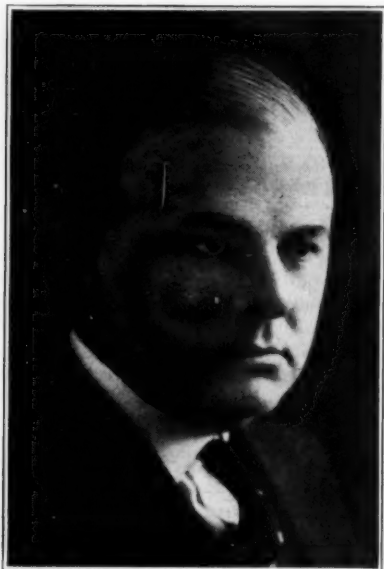
ALMOST unbelievable is the record of the modern language students at Cleveland, Ohio—only one failure in C.E.B. exams in seven years. And in various series of tests given to high schools all over the country, the Cleveland schools have averaged 24, 30, 34, 55, 87, 90, and 92 per cent above the median for the United States. Textbooks based on the Cleveland Plan are available in French and Spanish—write for information.

THAT only white people comprise the Caucasian race is a general belief, but about 40 per cent of it is not white. Such Caucasians as pure-blooded Abyssinians (Ethiopians) have skin as black as any Negro tribe on earth.

RICH in plus values is the J. Russell Smith Single-Cycle Plus Geography Series. **AMERICAN LANDS AND PEOPLES** and **FOREIGN LANDS AND PEOPLES** comprise the single cycle, preceded by **HOME FOLKS** and **WORLD FOLKS**, and followed by **OUR INDUSTRIAL WORLD**, as the plus parts of the series. Other plus values include human-use approach, vivid style, modern activities, more than 2000 illustrations, and sturdy "Hercules" bindings.

The **JOHN C. WINSTON COMPANY**
WINSTON BLDG. PHILADELPHIA PA.
CHICAGO ATLANTA DALLAS SAN FRANCISCO

OUR PRESIDENT



President W. W. Parker

WALTER WINFIELD PARKER elected president of the Missouri State Teachers Association at its annual meeting in November, brings to the leadership of the association the qualities that make for continued progress. He is not afraid of new ideas, but he has a sense of values which demands qualifications other than newness to pass the approval of his philosophy. He is a young man but his wealth of experience and his ability to weigh and evaluate procedures insures to the Association that maturity of judgment which has always characterized its leadership.

President Parker is well known to Missouri educators, although he has served in his present capacity as President of the State Teachers College at Cape Girardeau only a few years. For more than a decade he was prominently identified with the State Teachers College at Warrensburg,

serving his later years at that place as dean of the faculty. In the interim between Warrensburg and Cape Girardeau he was President of a teachers' college at Alva, Oklahoma.

Resolutions for All

THE SEVEN CARDINAL OBJECTIVES

Health and Safety—Set your health standards high and improve your habits daily. Modern life demands reliable strength and energy; a sound mind in a sound body.

Worthy Home Membership—Magnify your home as the center of a life that is happy, useful, and unselfish. Home is the soil in which the spirit grows. Give your best.

Mastery of the Tools, Technics, and Spirit of Learning—Know how to observe, to study, to think, to plan, to judge, and to act. The world is run by thinkers and doers.

Vocational and Economic Effectiveness—Find your talents and train them. Spend wisely less than you earn.

Faithful Citizenship—Do something daily to make your school, your community, your state, your country, and your world happier, cleaner, quieter, more beautiful, better governed. Each for all and all for each.

Wise Use of Leisure—Let your daily play be a source of joy and strength, a balance wheel for your work. Cultivate growing things, fresh air, sunshine, and simplicity.

Ethical Character—Search for the highest values and build your life according to the best patterns. Read often the lives of great men and women. Character is king.



EDITORIALS



LOOKING BACKWARD

"LOOKING BACKWARD" is not a matter particularly attractive to teachers, but it's pleasant to do so occasionally, especially when in doing so we are enabled to note progress. It was only a short time ago that we had to look forward to see where we had been, for we were going backward then. It's a comforting experience to have to direct our vision rearward in order to note the distance we have moved.

In the Assembly of 1935 the wheels of education began to move definitely forward. The increased revenue provided by this Assembly gave material aid in the shifting from the reverse to at least the low forward gears. The doubling of the sales tax with provision for better collection facilities brought more than \$1,000,000 into the funds of the now current school year, and will bring in a like added increase next year. The presence of a growing sentiment in the State, as it is reflected in the minds of the state legislators, to support and to ultimately finance the 1931 School Law is evident. The present resources promise to finance it to 65% of its full claims and shows notable progress over former years when only 25% of the law's demands were being met.

Sharing the increase in general state support of education are vocational education in the public schools and the state educational institutions. The former benefited by a 20% increase in available state funds and the latter

by a 40% increase, thus surpassing in gain all other educational fields. This, however, was a much needed reversal of direction and was in no way extravagant in amount since higher education had suffered by lack of funds quite as severely as had the elementary and secondary schools. Their improvement will naturally stimulate improvement all along the line.

While we failed to reach the goal in our efforts to make possible a teacher retirement provision in our state constitution, we came so close to carrying the amendment in the election of 1934 that we will try again and not fail in 1936. This part of our legislative program is the first that demands our immediate attention. Our backward look on our experience with it determines us to put forth every effort to get it over this year.

Past progress is reflected and future gains indicated in teacher enrollment in the M. S. T. A. The slump suffered during the lean years has not all been regained, but we have moved definitely forward this year with an approximate 10% increase in numbers over last year. This wholesome attitude of cooperation on the part of teachers indicates a general feeling among them that their work is of primary importance in the building of the social fabric of our state and nation. A full realization of the teachers' importance will ultimately bring us 100% enrollment in professional organizations and what is more important a full willingness to work to-

gether for the common good. The tragic significance of a teacher's failure to cooperate with the group is that it indicates for that teacher an anti-social attitude at variance with the fundamental purpose of education.

We are not up the hill yet. There are hard pulls ahead of us, but we are moving and there's lots of difference between a forward momentum which helps and a backward one which must be overcome. We move either backward or forward. Now its forward. Let's go on.

COMMUNITY ASSOCIATIONS

COMMUNITY ASSOCIATIONS should be the very life source of teacher organization. If these are alive and active, then state and national organizations grow and function. If local organizations are flabby and inert, then larger organizations become ineffective and tend to become merely perfunctory.

We have said this over and over again, and while there is evidence of some local life in most places and real activity in a few, there remains a real need for a revival of local group interest in our common problems.

In a short time we will have before us the problem of securing signers to petitions to submit an amendment to our State Constitution to liberalize it so as to permit the establishing of teacher retirement systems when and if the people desire to do so. Here's an immediate problem which must be attacked locally. After the petitions comes the election, and if such is successful, local organizations must make themselves a factor in this success. Illustrations of the value of local activity can be indefinitely multiplied.

It's quite evident that states making the greatest educational progress are states that have not merely a large state organization, but also vital, active, courageous, local organizations. Then there are many problems strictly local in their character, though general in their influence, which need the attention of community associations; the problems of tenure, salary, working conditions, etc., which seem to bear directly on teacher welfare, to say nothing of professional discussion, study and demonstration which make for the immediate improvement of the schools which is of course the ultimate reason for all our activities.

Mr. G. P. Campbell, Superintendent of Jasper County, reveals an example of a good plan for local organization in a recent bulletin issued from his office. Under the caption "Jasper County Educational Association" he says:

"Jasper County is getting at the problem. We predict immediate tangible results. Modifications of the plan may be desirable for many counties but each and every county under reasonably competent leadership can do something as a beginning and thus keep the wheels of progress rolling."

What, as Superintendent Campbell asks, can be more worthy than the promotion of education? It is indeed the only guarantee of security and democracy. But to be this guarantee it must be more than mere education. Certain systems of education, we know, are deliberately planned to prevent democracy. Teachers are confronted with no less a challenge than the perpetuation, and if needs be the development, of a system that will guarantee security where insecurity holds sway

and
life
don
dec
We
ten

U
cour
of p
thos
cati
in t
of t
have
of
tion
econ
secu
unde
orde
muc
cour
gani
can
educ
Som
state
not
tend
in g
inter
to b
their
the t
in th
to ar
tion.

Th
into
own
are
tervi
and
gani
tions
gani
chain
tende
tee
comm
Supe
D. R
Webb
bell,
tive-

At
jectiv
gram
On
plann

and substitute democracy in areas of life, where fascism, tyranny and serfdom now dominate. Organization, dedication, effort, are in high demand. We quote as follows from Superintendent Campbell's bulletin:

JASPER COUNTY EDUCATIONAL ASSOCIATION

Under the above title we have here in our county a splendid organization for the purpose of promoting education. It is the opinion of those who fostered this organization that education should stand out, be most prominent in the activities and endeavors of the people of this great county. What is more worthy to have the most prominent place in the efforts of a people than the promotion of education? It means advancement socially and economically. It is the only guarantee of security and democracy. It is the greatest underwriter of happiness in a complex social order like this of ours. It surely is not too much to expect every genuine teacher in the county to realize that he is a part of this organization and to find a place in it where he can sit-in and spare no energy to help give education in Jasper county a prominent place. Some very good school superintendents in this state will not recommend teachers who do not join the teacher organizations. Superintendents, boards of education, and the public in general naturally expect teachers who are interested in their position and profession to be regular attendants at the meetings of their organized profession. It is hoped that the teachers throughout the county will assist in the effort to get the public to feel welcomed to any and all of the meetings of this organization.

The rural section of the county is divided into six divisions, each division having its own community organization. These divisions are as follows: Sarcoxie, Avilla, Jasper, Cartersville, Alba, and Carl Junction. Carthage and Webb City each has one community organization and Joplin has three such organizations. The chairman of each of these organizations, or some one designated by the chairman, together with the county superintendent of schools, form an executive committee for the county-wide organization. This committee organized by electing E. A. Elliott, Superintendent of Schools, Joplin, President, D. R. McDonald, Superintendent of Schools, Webb City, Vice President, and G. P. Campbell, County Superintendent of Schools, Executive-Secretary.

At a recent meeting of this committee, objectives, goals, a slogan and a general program for the year were adopted.

One large county educational meeting was planned to be held at Carthage, January 31

beginning at 2:00 P. M. and lasting through the evening. The program committee for this meeting, as appointed by the president is as follows:

J. L. Campbell, Superintendent of Schools, Carthage.

W. J. Willett, Superintendent of Schools, Carl Junction.

Zepha McKay, Rural Teacher.

The executive committee also planned to have several smaller county-wide meetings at various places in the county. The community associations which have asked to sponsor these meetings are as follows together with the date of each.

Webb City, December 12, 1935.

Cartersville, January 8, 1936.

Carl Junction, January 21, 1936.

Sarcoxie, February 6, 1936.

Jasper, March 5, 1936.

Alba, March 20, 1936.

Joplin, April 10, 1936.

I hope that each teacher in the county will attend as many of these meetings as possible and invite and urge board members, P. T. A. members and the public in general to do the same. Decide now which of these meetings you are going to attend, make plans for attending and don't let anything interfere.

THE UNIT METHOD

IN THE NOVEMBER number of SCHOOL & COMMUNITY appeared an outline of a unit study on "Birds." In this issue is another on "Pioneer Life." There will be others in succeeding issues. These have been prepared and edited by recognized leaders in the practical work of classroom procedure. They are published in the hope that they will be immediately helpful to many teachers and suggestively stimulating to even more.

The "Unit Method" is too well known to need explanation and its value too evident to make argument needful. It is new only in the sense that recently it has been emphasized and organized, and its values restated in terms of current educational thought.

The keynote of the unit method is pupil activity directed, self-directed preferably, but directed, along a line of purposeful and useful activity. All teachers accept, philosophically at least, the statement, "the mind grows by its own activity." All real teachers endeavor to plan their daily work on this philosophy. This is far from a simple task. So difficult is it that many of us find ourselves running in the ruts of tradition, assigning pages to be read, exercises to be memorized and facts to be recited vainly hoping that in some way such procedure will stimulate purposeful activity and be truly educative, rather than assuming the grinding labor that a real pupil activity program would entail.

The makers of these unit studies have made the planning of purpose-

ful work somewhat easier. While the ones used in this and other issues of the *School and Community* confine their references to a popular and widely used encyclopedia, the wide awake teacher will not allow her pupils to limit their studies to this work. There are, fortunately, many other sources of information that the teacher can and will make available to her pupils who are working on one of these units. In fact, one of the important values of the unit plan is in its power to stimulate search for source materials. The difference between an efficient and an inefficient teacher lies largely in differences of ability to awaken in pupils a desire for information and to develop in them the ability to find the information they desire.

Missouri to be Host to the Nation's Largest Educational Meeting

ON FEBRUARY 22nd will convene in the New Auditorium at St. Louis, what has grown to be the largest and most significant educational convention of the United States, perhaps of the world, the Department of Superintendence of the National Education Association. St. Louis and Missouri are honored to be the hosts of such an important organization.

The annual meeting of the school administrators of Missouri which usually holds its convention at Columbia in January has, because of the national meeting at St. Louis, eliminated its regular program for 1936 and will in lieu thereof, hold a brief business session at St. Louis during the National Convention at a time and place to be announced.

All of Missouri's administrators and hundreds of her teachers will make plans to take advantage of this most significant meeting held in our midst. The M. S. T. A. has joined with State Superintendent King in making provision for a special open house to be kept at the Statler Hotel for the welcoming of our educational friends from all parts of the Nation. These two forces also join in requesting Missouri school people, who are not already members of the N. E. A. and its Department of Superintendence, to become members at once, thus contributing substantially to the genuineness of our welcome and also to the support of our strongest national organization.

What Are School Teachers?

— Contributed

IN THE LAST two years I have read several articles written by school teachers lamenting the social conditions under which they were forced to work. The writer of this article is a school teacher, an unmarried man, who enjoys a good time, and usually enjoys himself. It has been my observation that the standard which so many in my profession lament, that they have to follow, is set up by themselves.

Not long ago in a certain high school well known in Southwest Missouri a teacher happened to acquire a piece of original work by some students. This piece of work depicted the different teachers in this system and characterized them as egotistical individuals. In other words these teachers were on a higher level than the students, they were so far above the students that they were to be marveled at instead of confided in.

It is my experience that we teachers, in any community we may go into, expect to be recognized as some superior being; either because we have been through college or because we pride ourselves in the fact that we are shaping the destiny of the nation by our dry lectures and threatening tests. A teacher is placed on a pedestal and recognized as a more or less superior being. That is where most of us really want to be. It is human nature to want to be important. Not long ago a certain teacher in Southwest Missouri lamented to her principal, "that teachers, in this particular town, did not receive the recognition they did four or five years ago." Teachers as a rule, consider themselves rather conservative, and appear as such to the public. When a teacher or a school system, "swings to the right," it is newspaper publicity. We have come to believe that it is necessary for us to be conservative in order to hold our job. It is a blot on our fair name to lose a job, hence we dare not express our honest opinions and thus become hypocrites to ourselves and to the boys and girls. We talk in faculty meetings of teaching boys and girls to think and we scarcely dare to think ourselves for

fear some one might read our innermost thoughts.

Any real thinker on modern social and educational trends must necessarily be radical. When I started to teach World History this year I found myself facing forty students sitting in desk chairs exactly like I used thirteen years ago. Each pupil had a text book filled with facts, data, and information supposed to give an unbiased view of the world. This text is as biased on religion and politics as I am on politics. I was trained to teach history as it had been taught to me. Plainly you see I am sick and tired of doing the same thing over and over each year. The world is changing so rapidly our whole social order is dizzy. Why is it our schools and methods cannot keep pace?

I don't want to quit teaching. I do want to get down off this little pedestal and if I can't, I'm going to fall and crack to pieces. I do want to get down on a level with the students so I can really be their friend and help them. I would like to teach some facts about human nature which boys and girls need to know. I would like to be considered a normal human being by the public. I would like to go to Sunday School without being forced to teach a Sunday School Class. I would like to smoke a cigarette without having to hide behind four walls. I would like to play a game of bridge without wondering just 'who would find it out. I would like to go downtown without my tie. I would like to be able to date the girl that attracts my attention instead of the one that people think fits my standing. I would like to drink an occasional stein of beer without driving forty miles to hide. I would like to go to dances without being told about it the next day. I would like to belong to social and community clubs because people want me to belong and not because I am a teacher. I would like to walk down the street and have people say, "Howdy Bill," instead of "How-do-you-do Mr. Simpson." In fact I would like to be a natural human being.

If I could be I could teach twice as much, but I'm afraid I would lose my job.

If the public knew or realized actual conditions over half of all the teachers I know (and I know several) would be fired. I would be one of them. Over half of all women teachers under thirty years of age today smoke cigarettes. As many women teachers as men smoke. The majority of the men drink an occasional stein of beer but never in their own town. We teachers are human but won't admit it publicly nor to ourselves. We are such hypocrites that we are branded by the pupils and the public as a peculiar animal. I ask is there anything wrong with what I would like to do? I think not. In fact I don't think I can have a full fledged view of life unless I can be human. I don't think I can get down on a level with the pupils unless I know and have experienced life. Experience is the greatest teacher. We are supposed to teach, "how to live" and we don't know ourselves. If all the world lived as teachers are supposed to live this would be a most uninteresting universe.

Teachers perhaps some of my remarks are radical, maybe they're not. If we are to put over an activity program depicting life we are going to have to know what

life is about. We are going to have to make those boys and girls know we have most everything in common with them. We are all composed of the same thing (mostly H₂O). All of the ingredients of our bodies came from the soil. I am as good as any of you, any of you are as good as I, and any pupil in any school is as good as any of us. Maybe nature has been a little unkind to him but maybe it has to us also. That might be why we are school teachers.

We are to blame for all of our so-called miseries. When any individual finds that he is out of step with society it is time to look in the mirror and find out what is wrong with the individual. We get paid in this life exactly for what we do either in money or self-satisfaction. Recently we have been consoling ourselves most with satisfaction, then "gripping" about the *mores* that blind us. I am of the opinion that it is our fault that a large part of our recompense has had to be satisfaction. We study psychology and attempt to develop personalities. We can't use our psychology and have given our personalities away. This world has always had politics including government, church, community, and school. Let's get in the "Big Stir" and sell ourselves. Success depends on it!

HOW TO DESTROY THE TEACHING PROFESSION

1. Discredit the officers, committees, and publications of the State Teachers' Association.
2. Refuse to join or support the State Association because of distance, prejudices, expense, hatred, or pique.
3. Break the ranks by organizing groups or factions for the purpose of causing dissension.
4. Criticize every person who attains leadership or prominence in the profession. Pass on to others all the scandal and malicious gossip you hear about other teachers.
5. Be contentious about petty matters.
6. Let others make the fight and carry the burden unassisted, then abuse them for it.
7. Arouse sectional prejudice by accusing the teachers from some other part of the state of trying to run things, or of being unfair or unprofessional.

—Donald DuShane in Indiana Teacher.

A Suggested Project in Elementary Science

By

Irving J. Hickman, Supt. Schools, McKittrick

MISSOURI HAS A WEALTH of natural beauty. There is beauty everywhere, but the average person either is entirely unaware of its existence or pays very little attention to it. Why this lack of appreciation of some of the finest things our state has to offer by the very persons who should feel it most deeply? Probably it is largely due to an ignorance of the life and factors which enter into the composition of intimate environments. Too much time has been spent learning about dead, far-away, abstract things and too little gaining knowledge of the living, intimate objects which touch our existence almost every day of our lives. Whether we teachers like to admit it or not, the school is to no small degree to blame for this general lack of knowledge and appreciation. We have been too much interested in teaching the abstract knowledge which comes from text books, but we are beginning to realize the error of our ways and are trying to do something to remedy them.

Educators, realizing the need for some means of imparting a more complete knowledge of our surroundings, have organized and put into the schools a course designed to meet the needs of the average person in this connection. This course is Elementary Science. If properly taught, the course has great value, when poorly presented, little or none. Too much Elementary Science is taught entirely within the walls of a schoolroom, wholly from a text book, with a woeful lack of living material familiar to the child. The full possibilities of the course can be realized only when the teacher makes use of the objects of the child's immediate environment; when the pupil is led to know and appreciate the things he sees every day of his life; when he is given some real, living objects with which to work; when he is led to discover for himself the wonders and beauties of the common things with which he comes into intimate daily contact.

An outline of a project in Elementary Science will indicate a means by which the teacher may make the work of the course grow out of the environment of the child and return to it, giving to it a richer, broader, more beautiful meaning than it ever before possessed for him. This project deals with the study of plants, but the method used may be applied to almost any phase of the subject as it is taught in the schools of the state. The project is planned for use in the upper grades of a rural school, but with slight variations it may be adapted to the use of younger children and suited to the use of city schools. The fundamental principles of presentation which it presents are the same for all schools and for all pupils.

The central aim of the project is to give the child a fuller understanding of the plants which grow about him. This large central aim may be broken up into several divisional, or unit, aims, as reproduction, growth, structure, nutrition, uses, and culture. These sub-units may be separated into specific teaching and lesson problems and aims suitable to the abilities and interests of the children to be taught. The possibilities of this project may be made more evident by the presentation of a rather detailed outline of its introductory lesson and a suggestive plan of some of the material which should follow the initial study. The teacher will make adjustments and rearrangements to suit his particular situation, so the plan is given as a suggestion only; it can be followed in detail in but few situations.

The aim of the first lesson should be to teach the function of flowers, their parts, and the purpose of each part. The assignment is very simple. The teacher should ask the children about flowers they grow at home, see by the roadside, or know in any way. No difficulty will be encountered in opening this discussion, for the average child loves flowers and is so deeply interested in them that he is ready at all times to talk about them. During this first discussion some questions relative to the purpose and structure of flowers should be raised, but no conclusions should be reached. The children should be led to realize that the questions could be answered more accurately if the flowers being studied were present. When the discussion has reached this point, the pupils should be told to bring flowers to school the next day so that the study may be continued. Certain members of the class should be delegated to bring particular kinds of flowers so as to insure a wider representation of flower types. The teacher should secure a sufficient quantity of some simple type of complete flower to have one for each child in the class. Flowers of plants belonging to the lily and the morning glory families are excellent for this purpose.

The lesson should open with a discussion which develops the knowledge that flowers always precede the production of seeds in the seed-bearing plants; therefore, their function must be the growth of seeds. This step should be followed by the study of the parts of the flower and the function, or functions, of each part.

The parts of the flower can be taught most successfully by having the children remove the whorls of sepals, petals and stamens, a ring at a time, naming each part as it is removed. The name of each part should be written upon the board as it is developed. Diagrams of the entire flower and of each

part should be drawn upon the board and by the children in their notebooks. The names of the parts of the flowers should be so arranged upon the board as to permit grouping into essential and non-essential organs. When the parts of the flower have been named, incomplete flowers should be introduced to impart the knowledge that the male and female flowers are not always grown in the same flower upon a plant and that they may even be produced upon separate plants. The corn and squash flowers are well-known illustrations of plants having the male and female flowers grown on different parts of the same plant.

When the pupils have learned to name the parts of the flower, they should work out the functions of each part. Personal observations of the children, assisted by study of the organs of the flower, will enable the teacher to lead up to the functions of each part. The pollen and the ovules should be discovered, and a question concerning their purposes should be raised. This question should not be answered in the first lesson, as it will serve as the lead into the second unit of work, pollination and fertilization. As each function is worked out, it should be written upon the board after the name of the part to which it belongs. These should then be copied into the notebooks with the diagrams and the names of the parts of the flowers. The lesson should be closed with the problem: Just how does the flower go about producing seeds? If the class is an advanced one, some reading may be assigned. The logical followup lesson teaches the processes of pollination and fertilization.

Whenever at all possible, the opening lesson should be followed immediately by a field trip. This field trip should enable the teacher to review in many real-life situations the material taught in the first lesson. It should also allow the presentation and the teaching of the common types of flowers and inflorescences. Some plant family characteristics should be pointed out, and the common plants should be named. The field trip should serve as a device for review, for the vital presentation of new material, and for the bringing of the subject matter of the course into such intimate relationship with the child's environment as to impart to it a new meaning of richness and beauty. Such field trips should be taken as frequently as time and the teaching situation permits, for in no other way can the pupil be brought so close to the life he is studying.

After the teaching of the opening unit, the project may be developed in almost any way and as fully as the teacher and the pupils desire. The process of pollination and fertilization should be taught as the second unit. The third unit should include the study of the production of seeds, their structure and their function. Germination projects should prove very helpful in connection with this unit. From the study of the seed, the class should follow the development of a plant through the various stages of its growth. As the parts of

the plant appear, their structures, forms and functions should be learned. The usefulness of plants to man and animals may be taught as each part of the plant is studied. If it is not desirable to introduce plant uses at this time, this phase of the project may be made into a separate unit of work.

Throughout the entire study, living material which forms a part of the child's immediate environment should be used. Frequent fields trips should be made. Local flowers and plants should be studied and their names and habits learned. If possible, plants should be grown from seed to seed in the schoolroom. There can be no more effective device for the comprehensive presentation of the life history of the plant, its structure, and its organs and their functions. The reproduction of plants by methods other than seeds may be taught by the actual growth of plants from cuttings, sprouts, and shoots. The child should be encouraged to find for himself illustrations of the plants and the plant structures, habits and functions studied in the schoolroom. Knowledge of plants of strange lands should be introduced incidentally and should be closely correlated with the facts learned about local plants.

If the teacher desires to do so, the knowledge of the seed-bearing plants may be made to serve as the basis for projects dealing with the life and habits of the lower plants, the ferns, mosses, and thallophytes. Each of these great divisions of the plant kingdom offers a wide range of activity to the teacher and his pupils.

A project of the type under discussion is so flexible that one may introduce as much or as little material as he wishes; may go into great detail or be very brief. He may allow for almost any amount of individual initiative and ability and for wide variations in experience. Its chief value lies in its use of material which always is at hand in any rural teaching situation; in its ready adaptability; in its use of living plants, concrete objects which the child always has known; and in its provision for a large amount of pupil activity. It provides a situation in which the child learns through doing; through doing things which he likes to do with living objects which he finds intensely interesting. He is not deprived of the "joy of discovery" through too much telling by the teacher who directs his work.

I believe that no normal child who carefully follows through a study of this type is very likely to become a man or a woman who will go through life seeing a magnificent forest as nothing more than a growth of trees, a beautiful, flowery roadside as a "mess of brush and weeds," or leaves of scarlet and gold as nothing more than something which must be raked together and burned. The teacher who leads the child entrusted to his guidance and care to know better the things he meets most frequently, and through that knowledge to find in them a deeper, richer meaning out of which

(Turn to page 42)

Education a National Responsibility *

By Robert M. Hutchins, President
The University of Chicago

PUBLIC EDUCATION has up to now been the idol of our people. Ever since the days of the Northwest Ordinance we have thought of it as the foundation of our democracy and the bulwark of our liberties. It was expensive, but it was worth it. The present depression has been the first in which education has been adversely affected. And I have no hesitation in saying that of all public services education has suffered worst. In many parts of the country if money had to be saved it was the school money that was saved even if the schools had to be closed. With an enlarged demand for seats in schools new school buildings were postponed. The teachers, few of whom had got rich in the practice of their profession, were of course reduced to penury through cuts in their salaries and the failure to pay after they were cut.

When the Federal government began to move against the depression education was the last thing to occur to it. Indeed the group which has received the greatest attention from European governments was the one for which our own did least. That group is youth. Upon youth every continental nation has centered its efforts in the last few years. I do not say that the motives of these governments have always been laudable; they have been anxious to perpetuate their political philosophies and have seen that this could only be done by concentrating on the young. I do say that they have recognized an obvious fact which our people were a long time in noticing, that the immediate future of our nation depends upon what is done with the young people who have had to grow up during the calamitous years now happily drawing to a close.

Now at last we have an emergency plan of Federal assistance to education for which the administration deserves the gratitude of us all. School buildings are being constructed. Students are completing their education. The C. C. C. has an educational program. Teachers are being employed. Adult education and nursery schools are being developed. The National Youth Administration has been established. In seven States the Federal government is keeping the schools open, and even the Chicago teachers have been paid.

Of course the kind of educational program that we must now carry through cannot be sustained without Federal Aid, and Federal aid on a permanent basis. I have been a long time in education and I have yet to hear a single valid argument against the position that education is a national responsibility. We

should regard it as inhuman to let a fellow-citizen starve merely because he was living across the boundary of our state. We have seen no impropriety in letting the children of some states grow up without schools, even though the consequences of their ignorance may be visited on us through the United States Senate and through their vote in national elections. The Federal government must assume the obligation to equalize educational opportunity within the nation.

The absolute necessity of Federal support for public education becomes apparent when we look at the task that is now before us. That task is nothing less than the tutelage of the entire population. If we look first at the problem of juvenile and adolescent education we see at once that the economy of plenty upon which we have entered will require us steadily to raise the legal age for going into industry. One of the things we are in for is the removal of the adolescent population from the labor market. By codes, by the attitude of capital and labor, and eventually I hope by the Child Labor Amendment, that population will be prevented from getting work. This palliative of our economic ills is so obvious that it is certain to be applied. Now the adolescent population cannot be transported to penal colonies, however gratifying that might be from many points of view. Therefore it will have to be placed in educational institutions until its members can become self-sustaining.

Although a declining birthrate may for a time, at least, relieve the elementary schools, the pressure we are now feeling in the high schools and junior colleges will continue and will grow more intense. The three new junior colleges opened at public expense in Chicago last fall are already crowded. The great increases in the enrollments in the freshman years of public colleges and universities this year are merely symptomatic of a condition which will be with us for many years to come. That condition is clear and simple: the alternative to employment is education. Since we know that there will not be employment for the young, we must see to it that there is education for them.

Contrary to the popular belief, educators have in the past twenty-five years been reluctant to expand and diversify educational opportunity. They have often opposed the demands of parents and of industry for more courses in more subjects. The so-called "enrichment" of the curriculum, which was characteristic of our educational program up to the depression, was largely forced upon the schools by the public. I predict that as our economic difficulties recede that pressure will be renewed, and rightly so. Our business

*Delivered as a radio address Oct. 16, 1935.

should be to direct intelligently the educational boom which will shortly be upon us.

Current economic and social developments mean that the high school can no longer be regarded as the end of education. The community must extend the period of public education which the ordinary youth is expected to enjoy by at least two years. This will be necessary, as we have already seen, because the ordinary youth will not be able to go to work until his eighteenth or even his twentieth year. The terminus, therefore, of public education will be advanced from about the end of the senior year in high school to about the end of the sophomore year in college.

If we reconsider the system of public education from the elementary school through the junior college, we see that the normal child should be able to complete elementary work in six years. He should then enter a secondary school, which we may as well call the high school. This unit would be definitely preparatory and not terminal. Its work should be completed in four years. Some pupils might require more time, some less. The average pupil would come to the end of his secondary education at sixteen. He would then enter one of two programs which should occupy four years, more or less. One of them should be concerned with general education. The other should provide technical or homemaking training of a sub-professional type for those who do not want or would not profit by a general cultural education. In many places these programs can be administered most effectively by two institutions. In that case the one administering general education might be called a college, and the one administering technical education might be called a technical institute. In places where both programs are under the jurisdiction of one institution I see no objection to calling the whole enterprise a college.

Such a scheme of public education is expanded and diversified to meet the conditions of the present day. Of course it cannot serve its purpose unless the colleges and technical institutes proposed are numerous and local. They must be numerous and they must be local because they will be instruments of popular education, not asylums for the few. Each unit in the system would have a definite

task. Its accomplishment could be tested in terms of that task. Its administration, its faculty, and the public could understand what it was trying to do and decide to what extent it was succeeding.

At the beginning of the Junior year in college the principle of selection should operate and operate with great severity. We have seen that we cannot exclude students below the junior year. Instead of selecting the students we want below that point we shall have to construct the institutions they need. The principle to be applied below the junior year is the principle of differentiation. We must discriminate among students in order to find the institution adapted to their needs, not in order to keep them out of education altogether.

The educational profession is then face-to-face with a tremendous task. We must accommodate the youth of the nation up to their eighteenth or even their twentieth year. There is nowhere else for them to go. All this we must do when our resources are depleted, when our plant is inadequate, when our spirits are low. It is bad enough to be in education at all, for it is a mysterious business. In spite of the advance of what is known as the science of education we cannot tell, at least we cannot tell at The University of Chicago, whether our students succeed because of us or in spite of us. If they succeed we take the credit for it; if they fail we say they never should have been admitted. And this mysterious business is carried on by people grossly underpaid, in political units which have proved the most unreliable in the country, subjected to the gravest social and economic hazards. We know, too, that when our people have recovered from their hysteria they will turn to us again and demand that we solve their problems for them. They will insist that we bring up their children, because they cannot be bothered and frequently cannot be trusted to do it themselves. They will insist that we tell them how to spend their leisure hours and that we stay with them while they are spending them. All these obligations we must assume because the fate of our country depends upon the intelligence and vision with which they are carried through. We must have faith in education still.

*The clouds of tomorrow may never appear;
And if they do, meet them a man!
'Tis only a coward who trembles with fear,
And in the retreat leads the van.*

*Live this day all through in a triumph of song,
As if it were all that you had;
Then let day follow day, as you travel along,
And you won't have the time to be sad.*

—CHARLES ELBERT WHELAN.

His 57th Annual State Convention.

Former State Supt. W. T. Carrington Reviews the Recent St. Louis Convention.

THIS LAST IS THE best of the fifty-seven annual meetings of the M. S. T. A. I have attended, not because of size or program, but because of the setting and careful planning of details.

The decorum and mental attitude of the vast assembly of teachers in Convention Hall could be readily interpreted. There were intense interest in discussions and fine response to expressions of principles and high ideals.

One could easily recognize by facial expressions the change of thought as it came over many while listening to the pointed discussions on professional leadership, unionization of teachers and academic freedom.

The high point of the convention was reached in the very successful panel discussion led by U. S. Commissioner Studebaker. There were many compliments for our own Dr. Theo. Irion for his forceful proposals and his modest easy attitude in his part of the panel discussion.

The Assembly of Delegates conducted all of its proceedings in a statesman-like manner. It followed a carefully prepared program by Secretary Carter. The usual long and tedious debates were eliminated.

The Shannon Committee report indorsed the present organization as very efficient. It found that practically every teacher in Missouri participates in some active way in two or three forms in which it operates—the state meeting, one of the nine district meetings or one of the many local meetings in counties and cities.

The Swartz Committee reported ninety deaths of teachers during the year, many of whom had long been quite active in the M. S. T. A. Ninety is about one-third of one per cent of all Missouri teachers. Evidently the committee did not receive full reports from local organizations. There are now many elderly folk teaching, so we may expect an increasing death rate.

Every teacher has the laudable desire to project himself into the future, and he may do it through the lives he touches, the virtues cultivated or in institutions promoted. Every teacher is entitled to due professional memorial when called from labor. It is fine for the Association to report the passage of its members. It would be finer if it could find a more fitting way of honoring their memories.

The resolutions expressed appreciation of many duties well performed, courtesies graciously extended and progress fittingly made. One constructive proposal was offered—a study of the rural school situation. May sensible conservatism and real rural vision prevail in making such a study.

The Melcher Committee reported in detail on investigation in the field of law changes. It recommended changes in Constitution and statutes—many wholesome, but some not so wholesome. The question could be raised as to how far one group should get in setting up an organization in which that group may be the principal beneficiaries.

School revenues have become of chief concern. The full financing of the 1931 School Law is desirable as is an increased proportion of state revenue for the schools. It is wholly a revenue proposition. For more than fifty years one-third of all state revenues have been sacredly preserved for teachers' salaries, except when professionally requested that it be used for other school purposes.

The teachers never presented a more distinguished appearance than they did in Convention Hall at 10 A. M. Friday, November 8, 1935, just as the noted panel discussion began and President Study did a very unusual thing. For Saturday A. M. he brought together for the final session a large attentive audience in the beautifully furnished and appropriately decorated Music Hall.

The program had five very attractive features. The Drury College French Choir gave a unique number consisting of French folk songs, old melodies, and modern opera. Interpretations were given by students to show modern method in teaching languages. Our own Superintendent King and Miss Ralls of Kansas City, national leader of classroom teachers, were drawing cards for this final session in fine inspirational addresses.

The two best addresses of the entire convention were given this Saturday morning by Superintendent Stoddard of Providence, Rhode Island and President Oxnam of DePauw University; the one was most practical and convincing in analyzing the function of the school and in emphasizing the importance of developing power and establishing habits, in choosing and drawing conclusions; the other was most eloquent and persuasive in definition and declaration of principles to guide in a democracy. He asserted the efficiency and stability of democratic governments.

There were divisional and departmental meetings galore to afford home folks an opportunity to discuss and solve many local professional problems. Dinners, breakfasts, and lobby chats served as means of social pleasures. No other state has quite so well an organized association or planned programs. There is ample opportunity for every teacher to profit in and enjoy their annual meetings if he knows how.

It was a great convention.

May it continue long and prosper.

Activity Unit

PIONEER LIFE AS THE FRONTIER MOVED WEST

Written by Miss Bess Cannon, Kansas City, Missouri, Schools.

Revised and edited by Miss Sallie Pattinson, State Teachers College, Kirksville.

Note to Teacher:

It will be helpful to review briefly the story, pages 1545-46, of our early settlers along the Atlantic seaboard. Bring out the idea that these Colonists retained many of the ideas and customs of their parental country—a dependence which was broken down by the Revolutionary War and was replaced by Independence on July 4, 1776. Stimulate thinking with the question: What do people do when they become independent? Lead the children into suggesting: explore, acquire new things, try something different.

Introduction to the Unit:

(Teacher read or tell this.)

"Breathes there a man with soul so dead
Who never to himself hath said,

This is my own, my native land!"

The United States is our native land. A vast land of three thousand miles extending from its Atlantic to its Pacific Coasts. More than one hundred twenty-five million people call it home. We are the children of the Old World. We are a mixed people, in blood, in habits, in customs, and in ideals. Many of us are of English, Scotch or Irish origin, but the sons of every country have found their way to our shores. From each land we have gained something new. The Phoenicians developed our alphabet, the Greeks taught us to love beauty and the Romans showed us the importance of obedience to law. The Jews gave us a God of justice, and Jesus taught us that God is also a God of Love.

In a large sense England is our mother country. From her came the early immigrants, the best blood of England, who gave us our forefathers, language, literature, ideals, customs, and nearly all of our legal and political institutions.

Objectives:

1. To help the boys and girls become better acquainted with pioneer life.
2. To compare ways of living—then and now.
3. To develop an appreciation of the hardships of those pioneers who led the way and laid the foundation of the state.
4. To learn more about the early pioneers who moved westward.
5. To make a study of the changes that resulted from the Westward movement.
6. To learn about Missouri in the fourth frontier.

Suggested Approaches:

1. Relate experiences of travel into the historical sections of the United States.
2. Show postcards of "House of Seven Gables," Longfellow's "Wayside Inn," or Mt. Vernon.
3. Read portions of some fiction based on local history (Missouri has these).
4. Pioneer Mother—sculpture, Kansas City, Missouri.

Suggested Procedure:

A graphic culminating activity will review the work of the preceding quarters and arouse great interest in the present unit of work. We suggest that you use a sand table, a bulletin board or the top of a table or desk. On this build the Outline map of America, including important lakes, rivers, and oceans.

- I. Show the country occupied by the Indian nations and tribes. Direct the research, plan purposeful reading and assignments. Encourage original ideas for picturing graphically this land of the "Redskins."

Read:

Indian nations and tribes, pages 3401-29.

Related Subjects

Regions in which they lived

Their language

Distribution

Study the pictures and then let the children adopt tribes and make some symbol of that tribe—a tepee, a canoe, picture, etc.—and place in the proper geographical location. Discussions and further reading may have to be done to determine the accuracy of the pictorial map or model. This will give the boys and girls an opportunity to recall their earlier Indian study, to see "America, the home of the Redskins." It need not be elaborate.

- II. While the Indians are still occupying the United States on the sandtable, wall map or desk, suggest that a different colored flag be used for the Portuguese, the Spanish, the English and the French. Explain how our country is now to be opened to discovery and exploration. We suggest that a list of names of representative men of this particular period be made. Print these names on the proper flag.

Launch an intensive reading program so as to review this material quickly. Set the day and plan to place the flag of the nation, with the explorer's name on it, in its right and proper place.

Suggested list: Crusades, page 1761; Marco Polo, p. 5714; Henry, the Navigator, p. 3149; Diaz, p. 1934; Vasca da Gama, p. 2672; Columbus, p. 1572; Americus Vesputius, p. 7511; Vicente Pinzon, p. 5626; Pedro Cabral, p. 1063; Hudson, p. 3270; Champlain, p. 1301; Baffin, p. 571; Bering, p. 712; Verrazano, p. 7505; Balboa, p. 576; Magellan, p. 4211; Cortez, p. 1700; Pizarro, p. 5640; Cartier, p. 1220; Cabrillo, p. 1063; Fro-bisher, p. 2623; Drake, p. 2022; Raleigh, p. 5991; Cook, p. 1649; De Soto, p. 1917; Ponce De Leon, p. 5725; Marquette, p. 4298; Mackenzie, p. 4185.

III. Move the Indians westward and show the Moving Frontier in America.

1. First frontier—at tidewater.
2. Second frontier—foothills of Appalachians.
3. Third frontier—west of the Appalachians.
4. Fourth frontier—Mississippi Valley (Missouri).
5. Fifth frontier—Pacific Coast (gold rush of '49).
6. Last frontier—Great Plains of West and Southwest (Oklahoma).

Small corks slit across the top will serve as foundations for men cut from stiff paper. These mounted figures then can be named and moved across the map; oral reports can be given and a study of the influence that these men had upon the pioneer movement can be made.

Men who have been famous figures in Pioneer and Frontier Life:

1. James Robertson, p. 7661.
2. John Sevier, p. 7661.
3. Daniel Boone, pp. 858, 3763.
4. Dr. Marcus Whitman.
5. John C. Fremont, p. 2605.
6. Kit Carson, p. 1218.
7. Meriwether Lewis, pp. 1455, 3957.
8. William Clark, 1455.
9. Zebulon Pike, p. 5614.
10. J. J. Astor, p. 465.

Homes and Home Life:

As the early pioneers moved westward they had many hardships to meet. (Let the children suggest what they were.) Why did they go west? They wanted more land and many of them were curious to see what lay on the west side of mountains (Show the Appalachian and the Rocky Mountains). Note the west territory which was still unknown. Things for pupils to do:

1. Read about the houses, pp. 1545-46
Materials
How put together
Chimney
Doors and windows
2. Read about the furnishings
Find pictures which show interior of pioneer homes
Read the story of Anna Howard Shaw
3. Read about lighting and heating, pp. 1166, 1548, 3848
4. Read about food, p. 1548
Where the food came from
Kinds of food
How the food was prepared for cooking
How food was cooked
5. Read about the children—their work and play
Simple pioneer stories may easily be found
6. Read about the constant danger from Indians

7. Write a paragraph describing a log house, a sod house, or an adobe house, pp. 4010, 3739, 50

8. Tell how the block house was made and of its use, p. 796

9. Make a vocabulary list from your reading:

frontier	bedstones
pioneer	crane
adobe	maize
puncheons	hominy
stake & rider fence	buckskin
slat bonnet	candles
loop holes	westward
dugout	

10. Fill the blanks

1. The American frontier moved
2. The first people to go west were called
3. were built for the protection of settlers
4. Houses of the early pioneers were made of or or
5. were flat logs
6. were used for lighting
7. Skins were tanned for
8. Pioneer girls did lots of
9. Cooking was done in the or over an
10. Houses were heated by the

Answers:

- | | |
|---------------------|--------------------|
| 1. westward | 7. clothing |
| 2. pioneers | 8. housework |
| 3. blockades | 9. fireplace, out- |
| 4. logs, sod, adobe | door fire |
| 5. puncheons | 10. fireplace |
| 6. candles | |

Culminating Activity:

1. Plan a program at which America can be shown as:

The Home of the Redskin

The Field of Exploration

A Country with a westward moving Frontier

2. Exhibit best preparations—pictures, models and what ever has been brought in.
3. Plan "Old Settlers Day" and have local history portrayed in stories, speeches, pictures, etc.

Exhibit—old family pictures, letters, heirlooms (turn back to the early history of your state and community). Talk by the oldest settler. Read fiction stories of historical events—grasshopper invasion, Indian attacks, etc.

4. Make a scroll showing development of local community from pioneer to present. This can be rolled up and preserved or opened and displayed. This can be cloth, with pictures and drawings on it.

*The Activity Unit on Pioneer Life As The Frontier Moved West has been based on the Missouri State Course of Study and is sponsored and approved by the Kirksville Teachers College. It is the material needed now by Grade 5, Class B for the third quarter's work in history. It is page numbered to the World Book Encyclopedia.

Value of Music In The Life of Man

By Margaret Michel.

IF THERE ever was a time in the history of our nation when serious thought should be given to music, it is the present. Yet this subject, which should be considered as the fourth need of man, coming next after food, clothing and shelter, is classed as one of the frills of school curriculum and is thus sorely neglected. In many schools it is put out of the course of study entirely. In others it holds a position of minor importance and in many it has never entered and perhaps will not for some time to come.

There is no doubting the fact that man's life is fuller, richer and better if the influence of music has been admitted. Where is there a better place, outside of the home, to admit the influence of music than in the public schools? It is here that the young may have the opportunity to be influenced by that which is of vital importance in early life as well as later.

Shakespeare said, "The man who hath no music in himself nor is not moved by the concord of sweet sounds is fit for treason, stratagems and spoils." Shall our educational system by its neglect of music fit our youth for treason, stratagems and spoils? Even though a few may have no love for music and underestimate its value, it is nevertheless true that it should have a real part in the lives of our younger generation. It has the power to inspire minds and lift them above the sordid things in life. It makes clear the possibilities of a larger more free and fuller life.

Music has been an important factor in the great movements in history. Cicero said that the songs of musicians are able to change the feelings and conditions of a state. This may be either for the good or bad. Good music will elevate the principles and ideals of the state. The governing power of a nation can well be judged in general by examining the type of music adopted by its people.

It has been said that more battles have been won by bands than by bullets. In examining the history of nations, specific examples may be pointed out. The Spartans sent to Athens for aid. Athens sent a poet Tyrtaeus, a man of song and action. He composed ringing martial songs. These inspired the Spartans and renewed their courage. They went forth into battle and victory.

In our own country "The Star Spangled Banner" and "Dixie" have given Americans new courage, hope, and vigor to go on in the thickest of the fights. The "Marseilles" for France, "God Save the King" for England, "Der Wacht Am Rhine" for Germany have had effects on their people similar to those produced by the poet musician on the ancient Greeks. There is no better way to stir

patriotism and express it than through music. The men and women who disparage music as a non-essential luxury are doing the nation a great injury.

Music has an infinite social value. It is the language of the emotions. It has the power to portray the soul in periods of grief and sadness, joy and blessedness. It is universal. It is the one means of making nations understand each other. It is a language through which may come sympathy and understanding. It is through music that jealousy, ignorance, and intolerance may be overcome among nations, creeds and races. It may be said that it ministers more to the welfare of mankind than any of the other fine arts.

Music has the power to break down the barriers that are set up by the spoken languages. Our nation today would fare much more successfully if there were less spoken language and more of the universal language practiced. Spoken language has a tendency to bring about misunderstanding that many times ends disastrously.

The third great social value is the corrective power it possesses. Our school songs and school music are a unifying agent between the teacher and the pupil. When children are restless and nervous a song will quiet them. It will do more than any amount of fretting and scolding. Music has an invaluable aid in school discipline. Quarrels and fights cannot thrive with music as an accompaniment. It has the power to quell the savage that rises up in children of even the best homes.

Music is a great factor in other institutions such as orphanages old peoples' homes, sanitariums and penal institutions. It has a corrective effect on these individuals. In our hospitals and sanitariums for psychical patients it is used as a curative measure. It is a proven fact that mental patients when raving mad will be calmed in a short time when exposed to good music. George III of England in his fits of melancholy was sensitive to the power of music. It would create an atmosphere of peace and calm and restore harmony. There is the well known story of Saul and David. How "David took his harp and played so Saul was refreshed and the evil spirit departed from him."

If music is a powerful factor for reforming character why cannot it also be made a useful factor for forming character? If it has a curative effect on the physically and mentally ill, why could it not be made an incentive for preventing such ills? It is no doubt a known fact that it has these merits and in consideration of these merits should it not be given a more prominent position in the schools' curriculum than it now holds.

Can Civilization Survive Under The Capitalist System?

A DEBATE

Herbert Agar, New York—Affirmative vs. Lewis Corey, New York—Negative.

Mr. Herbert Agar, First Speaker.

Mr. Chairman, Ladies and Gentlemen:

I shall start with defining capitalism since I am going to suggest that there is some way of making civilization survive under it. Capitalism, as I see it, is the system of the private ownership of the means of production and the use of those means of production for profit. And when I say "private ownership of the means of production," the distinction of course is between just plain personal possessions like automobiles and electric ice boxes and real property in the sense of property with which something is made.

This formula of the private ownership of the means of production can mean two very different things. It can mean a system where the ownership of the means of production is widely distributed through society, a system such as that which we had in America once, such as that which was recommended by all the people who founded this country; or it can mean a system where the ownership of the means of production has become so extremely private that hardly anybody has any. The difference between these two forms of capitalism is vital; each has its own kind of social organization and its own kind of life which is created by the economic set-up; and it is that difference which I first want to talk about.

The first form of capitalism, capitalism where it means that the means of production are widely distributed through society, is the only form of society which the world has yet developed, at any rate which has proved compatible with democracy where individual freedom and equality exist. That is not only a fact of history but it is a fact of theory. That is, all political economists and political philosophers, so far as I know, throughout history have made this point: that if you want to have a self-governing society, a society where democracy will work, you have got to have a society where there is a very wide distribution of the means of production. Which is merely to say that economic democracy, or something approaching to it, is the foundation and the necessary foundation for political democracy, or for the freedom and equality and independence that we think ought to be a part of a really working system of political democracy.

Wide Distribution Necessary to Self-Government.

This is the one point on which all the fathers of America were in agreement; that this is a maxim of politics; that *whatever your economic distribution is, is going to de-*

termine the reality of your politics; that if you have widespread distribution of property, you can have self-government, and that if you don't, you can't have self-government. They pointed out to us very carefully that it doesn't make any difference how many people you give the vote to, or what you call your form of politics, if you haven't the economic basis for democracy, you can't have a democracy, what you think is a democracy is only a fake.

James Madison, speaking in the Constitutional Convention of 1787, made the point very clearly. He stated that there was a danger of America becoming a dispossessed nation as time passed, and that if it did, it wouldn't do us any good to give votes to people whom we were dispossessing; that those people couldn't win rights and privileges for themselves with those votes; that they would only become the "tools" of opulence and ambition. That phrase of Madison's, "the tools of opulence and ambition," I submit as a very good description of the dispossessed electorate of most of our modern great cities. The kind of people who elected Jimmy Walker Mayor of New York City for a second term. Any group might do a foolish thing once; to do it *twice* means that there must be something pretty badly wrong. And the thing which is wrong in my opinion is exactly this: that the form of democracy, the vote, has been given to people who have no participation in economic democracy at all, so that they become, in Madison's phrase, the "tools" of other individuals.

Monopoly Capitalism Kills Democracy.

The second form of capitalism, the kind of capitalism which we see highly developed in Europe and which we have been drifting toward more and more for the last two generations, monopoly capitalism, which means that your means of production are very private and ever owned by fewer and fewer men, has several fundamental objections to be made against it. The first is that it kills, what seems to me to be, the one good argument which can be made economically in favor of capitalism: that is, it kills free competition in the free market. Much can be said in favor of a system of really free competition; much can be said in favor of a free market; but nothing can be said, in my opinion, in favor of a market which is rigged by a group of individuals, either by a group of rich men or by a group of bureaucrats in a government. Once you get *monopoly* capitalism, you go step by step away from your free market, away from free competition, towards a market which is rigged by a group of individuals who have the control

From Addresses Delivered at the St. Louis Meeting of the M. S. T. A., Nov. 7, 1935.

of the means of production in any one industry through monopoly, or rigged by the same persons who buy out the government or put pressure to bear on the government so that they get special subsidies or special tariffs or special preferments of one sort or another. That is the drift. As soon as you get your means of production collecting in a few hands, the drift is always away from free competition and a free market. And once you have actually gotten away from it, you have gotten away from the one foundation of capitalism which seems to me can be defended honestly and economically as a useful method of producing goods and services and distributing them. You then get into a system of price fixing and subsidies and various special agreements and special privileges.

The Capitalistic Dilemma

In the second place, this system of monopoly capitalism has drifted in fact right straight up to what seems to be the Marxian capitalist dilemma. What Marx predicted almost three generations ago now would happen to advance capitalism, seems to be exactly what is happening to monopoly capitalism all over the world today. Marx, you remember, stated that it was a rule of economics (and here the most conservative modern economists agree with him completely) that as you get your productive units collecting in larger and larger units, there is a definite tendency for the rate of profit to drop. As a result of this fact on the one hand, was this result on the other hand: that capitalism tends toward *monopoly* capitalism. It can't do anything else. The result of these two facts together is that the future of capitalism will reach a point where this declining rate of profit begins to make it unprofitable to produce in the capitalist system, and then people will try one of two ways out (one of the two horns of the famous Marxian dilemma). On the one hand, they will attempt to solve the problem by lowering wages so as to raise the rate of profit. But, if you lower wages, you kill your market, as the same people whose wages you are lowering are the ones you want to sell your goods to after you have manufactured them. So, lower wages and killing your market is one horn of the Marxian dilemma.

He also went on to say that other individuals will try to solve the difficulty in this way: they will raise wages (as has been done in Mr. Ford's system) in order to save the market. But if you raise wages at the time when the rate of profit is falling, inexorably you kill your profit. So lower wages and kill your market, or raise wages and kill your profit, is what Marx predicted as the future dilemma of capitalism. And when the great capitalist nations reach that point, he said, the next thing they will do and the only way out, even temporarily, is to try to control as many foreign markets as possible. The struggle among many capitalist nations coming up against the same dilemma at the same time, this attempt to control a limited group of foreign markets, will lead to a series of world

wars, and this series of world wars will mean the destruction of capitalism completely, and it will then be superseded by a system of production for use.

It is not my affair at this time to argue the Marxian case, but it strikes me as very interesting that what Marx described was going to happen to monopoly capitalism is something which is astonishingly like what is going on around us today. In the last six years we have had dozens of individuals saying that the only way out of this thing was to lower wages, while others have said that the only way out was to raise wages. Both ideas have been tentatively put into practice and neither of them seem to have done much good. We have witnessed the scramble for foreign markets, which has led us into one world war and seems well-nigh on the way to leading us into another one. I think most of you will admit that a few more world wars and the system will be over and done with. So that monopoly capitalism, morally and politically, from the point of view of the people who founded this nation, is bad because it destroys the basis for democracy and makes self-government impossible, and we do want still to be a democratic country if we can. It's bad because it destroys the one important argument for capitalism, which is: that there is *much* to be said for free competition and an open market; and economically, again, it's bad because it lands the system in the Marxian dilemma, which leads to complete collapse in the end; at least, it seems to me that we have very good reason now for thinking that Marx was right when he said it would do just that.

Three Ways Out.

What are we to do about this monopoly capitalism, assuming that what I have just said is true? It seems to me that this state which most of the great Western powers have reached, some more than others, leaves only three possible answers. Each answer can have many variations and be called by many names. But analyzing them in the broadest sense, there are only three ways in which the question can be solved. Two of them we see being tried in Europe at the present time. It is being said by many on the continent of Europe today that the concentration of control of the means of production makes monopoly capitalism more efficient and so they are going to stick to that idea. Therefore, they are going to do away with all this nonsense and all this hocus-pocus about democracy and parliaments and liberalism and so on. Here you have a way out of the situation which is being made by the dictatorships and the fascist states of Europe. That is one possible way out. But if it is true that the Marxian dilemma is an inexorable one, as history seems to be proving, for monopoly capitalism, then Fascism is not a real way out. It does lead to more and more wars, as it seems to be doing. It does not, even in the interim, provide people with a decent standard of living. So that you have to have a more and more tyrannical exercise

of authority by the State in order to keep the people quiet and you create the usual result of giving them a lot of scapegoats to work on, giving the masses of the people some unfortunate minority to torment. This is one way out which is now being tried.

Another way out is to say that once you have your concentration of the means of production as far as it has gone, the only reasonable thing to do is to make it complete: concentrate it altogether into one hand, the hand of the State; make the State the universal owner and at the same time the universal master. That is Communism and production for use which, as I hope to show in a minute, is also a form of tyranny. It may not be as protestive, it may not be as immoral as the tyranny of those who believe in the efficiency theory, yet it is a system of production for use which, in my opinion, can only exist in a tyrant state.

The third and only other possible thing to do is to say that monopoly capitalism is not necessarily the fate of capitalism, that when you start with a system of the private ownership of the means of production, you do not have to come out with a system where only a few people own the means of production while everybody else is dispossessed. Which means that we can still in fact recreate a system of widespread ownership in this country and, by so doing, recreate the only possible basis for democracy and for a free nation. How we can accomplish that I shall tell you in a few moments. These are the three things. You can choose your economic oligarchy and say we don't care about democracy and freedom; or you can do away with private ownership entirely and say we want production for use; or you can say that we do care about democracy and freedom and that we are going to create the necessary economic basis for them, which is the form of capitalism that means a widespread distribution of ownership.

Planned Economy—A Tyrant State.

Now, why do I say that a planned economy of the left, a system of production for use, is necessarily a tyrant state? I say it for these reasons. In the first place, imagine the problem of planning not only the production but the distribution of all the goods for a nation of 130,000,000 people such as our own, and 130,000,000 pretty disorderly people at that, people who have a tendency to go their own way and to do peculiar things and not to pay attention when they are told to pay attention and when they are told exactly what to do. To begin with, it is a problem of immense difficulty, one which I cannot conceive being solved except in the same terms in which humanity has always solved the problem of getting enormous masses to do what they are told, when they are told. Those terms are military ones. If you have to get millions of people to do certain things on time, when they are told, without asking too many questions and without having too many ideas of their own, you do drift into a military organization. Such necessity for absolute efficiency

over millions of individuals leads, in my opinion, to the necessity for a semi-military organization, which is what I mean by a tyrant state.

It may have the best of intentions, it may work perfectly, it may be absolutely fair; I'll grant all that. Assuming a communist state which is producing goods in abundance and distributing them with complete fairness: in order to distribute them at all it is essential to have a tyrannical military organization, in my opinion. We certainly have no record in history to date of any such enterprise carried on in any such scale without that form of military organization and the ruthless application of power to people who insist on having ideas of their own. In other words, I think a man in a planned economy, a man in a state of production for use, who insists on having his own ideas and on doing things his own way rather than the way he is told to do them, will be just as much of a nuisance as a similar individual acting in the same way in the army during time of war, and he will be treated in just the same way: he will be liquidated. He does, in fact, get liquidated in the planned economies of the right and of the left in Europe, and it seems to me that this is a necessary result of that form of organization.

There is another reason, even if it wasn't an absolute necessity, which makes it seem to me that a planned economy is a tyrant state, namely: that the state which is a planned economy, or a state of production for use, has an *absolute answer* for anybody who is unpopular, for any anyone who has ideas that don't "fit in" with the plans of the planners of that state. You and I in a planned economy receive all of our goods and all our services as the beneficiaries of the state. We get our share. Well, how big a share are we going to have if we have ideas which are definitely unpopular? How big is the share of an individual in a planned economy if he is carrying on a propaganda against the very basis of a "production for use" of the state?

In a state of real property owners, in a state where the average family owns part of the means of production, those owners have got a genuine freedom and independence of their own. They are in a position to thumb their noses at the man in brass buttons who comes and gives them orders. They possess their own productive property which they can use. The state has no complete answer if they choose to do what *they* like instead of what some planner likes. But in a system of production for use, what answer have you? Everything one receives comes from that state. The state tells you to think this and not to think that. It tells you to have blonde-haired babies and not brunette babies, to have three babies and not five. What is your answer? If you don't do what you are told, the state can rectify you according to the very simple method of forcing you to do its bidding; and if it doesn't like the way you do what it demands of you, it

has a complete and absolute and immediate answer. Being human (and it is presumed that they will still be human in a communist state) it is very difficult to believe that they won't use that answer, use it pretty efficiently, and use it in order to make us think what we are supposed to think, feel what we are supposed to feel; because if you have to plan for 130,000,000 people, the more alike they are, the better it will be for the planner, as the more spare time he will have.

Restoring Real Distribution of Property

There remains now the question of what can be done about restoring real property, assuming somebody wanted to do so, and the main outline of the answer to that problem is this: Divide the problem into property and land and property and tools, property and tools to include the whole of industry. It is scarcely necessary to argue the point that property in land can actually be held on the basis of small property. The whole of human history indicates that. The particular method for doing it in this country seems to me to have been illustrated in the last Congress in its discussion of the Bankhead Act. The thing can be done in land and I am not going to bother any more about that. It rather takes care of a small proportion of the people of America. But when you turn to the question of tools and industry, you come up against this very interesting fact. Obviously, there are some industries which have to be on a huge scale, which cannot be decentralized, which cannot be broken up into units—such industries as your railroads, your utilities, your telephone and telegraph companies, and others like them. They are necessarily large in structure. Leave them alone. The aim, if you want to rebuild the basis for democracy, is to create a state where more than half, more than 60% if it is possible, of the families in that state are real owners.

Well, you can disregard those industries that have to be conducted on a large scale. The interesting fact is that the latest stage of the power revolution that has come, the age of electricity and the last age of technological development, has made economically desirable over a large part of industry a decentralization of the productive unit—a much smaller productive unit than we have in fact used for a long time. The idea that machine production, that the use of the most modern technology and the most modern time and labor saving machinery has any necessary connection with mass production, is a pure delusion. In many fields of industry it has, but in many others it has not. In particular instances, in the food industry, in the textile industry, in the leather goods industry, in a great many industries that are given over to making tools or machinery with which to make tools or machines with which to make consumption goods, it remains true that the optimum size, the most economical size for a productive unit is very much smaller now than it was in previous years. Besides, a decentralization of these productive units is taking place under our very eyes today

because of purely economic reasons.

What is not taking place is the decentralization of the financial control. But if the decentralization of the productive unit reaches down to a scale where less than a hundred people, many times less than fifty or twenty individuals, are the number of persons working in a shop—including both management and laborers—it becomes economically desirable. And if it is morally and politically desirable, in order to retain America on the basis of a free and self-governing nation, to have real private property, then all we need to do is to see to it that financial control becomes decentralized along with the decentralization of the actual productive unit. In a moment like the present one, where it isn't doing any too well by itself, where it is not proving itself to be a flourishing concern, the necessary pressure to decentralize financial control is a political possibility. But it isn't entirely possible of fulfillment unless we want it for moral reasons, unless we first decide that we intend in America to be a free nation, that we intend to be a self-governing nation, and that we do not intend to drift into a tyranny of the right or of the left!

Wide Ownership Still Possible in America.

If we do make those decisions, it is perfectly possible again, today with the coming age of electricity, to make America a nation where considerably more than 60% of the American families could own real property! If we make it such a nation, we are no longer a finance-capitalist, a monopoly-capitalist state; we are a capitalist nation in the other sense of the word capitalism, the sense in which our forefathers told us that the system of the private ownership of the means of production has genuine moral value and is the basis for a free nation! If we want to do that, we can do it! There are examples of nations in Europe that have succeeded in doing it, the most notable ones being the Scandinavian countries; one which has succeeded less well than those but a great deal better than our own country is France. It is still possible to be a nation of property owners in the modern world. We in America today are not a nation of property owners. No nation which is not one of property owners will long remain a free and self-governing country!

There is the choice I want to present to you. We can make ourselves a genuine nation of property owners if we want to. If we don't want to, then we ought at least to drift into a tyrant state with our eyes open; we ought to begin telling ourselves that we are not in fact the freest nation in the world and that we do not in fact have a democracy which works perfectly! Our democracy is a pretty sick thing! We can revive it if we choose to do so! If we don't choose to do so, it is our own fault and not the fault of the democratic system or the democratic theory if our whole form of government goes to pot and we wake up and find ourselves a fascist nation! In my opinion, we quite certainly will be a fascist nation before we

are a communist nation! And if we ever become a communist state, it will be the next state after a fascism which was too vile to submit to!

It is, however, unnecessary for us to go down this same hill which so many other nations are descending! If we do go down that hill, it is because we do not care about democracy, because we do not care to take the trouble to re-establish the *economic basis* of democracy! Because nobody either among those who first established the foundations of our country or those who have engaged in politics with their eyes open and clear ever pretended that a nation like modern America, in which about 12% of the population is the *effective* group controlling the means of production, could remain a self-governing nation! We can remain that kind of a nation and go on to tyranny; or, we can make ourselves, again, a free nation, by building the economic basis for it! In that second sense, and in that second sense only, do I contend that civilization, in the highest form which we have yet known it at any rate, *can be maintained* under capitalism!!

* * * * *

Mr. Lewis Corey, Second Speaker.

Mr. Chairman, Ladies and Gentlemen:

There is one interesting thing about this debate which must have struck you, namely, the fact that both Mr. Agar and myself admit that civilization can *not* survive under monopoly capitalism, under capitalism as we know it at the present time. The problem under discussion, then, is whether we can save civilization by going back to an older competitive capitalism or whether we should go beyond capitalism to a totally new social order.

This ideal of Mr. Agar, the wide distribution of small property ownership, of property ownership as a means of earning one's own independent livelihood, is not an American ideal; it is a general middle class ideal. It was the ideal of the Puritans under Cromwell, who was responsible for the great rebellion against English tyranny, and it was particularly the "left wing" of the Puritans, who wanted to level the ownership down to a level of equality in order to assure real democracy. It was also the ideal of the Frenchman, Jean Jaques Rousseau, who insisted that there should be neither opulence nor rags in society. And it was especially the ideal of the French Jacobins, the left wing of the French Revolution, who drove that revolution onward toward larger conquests and achievements. It was Robespierre, whom historians dub as a mere terrorist, who argued that incomes should not be much higher or lower than three thousand francs yearly; he wanted a measurable equality of income. It was Marat, whom most historians paint as a mere desperado, who argued that it is a tendency of property to accumulate in the hands of a few, leaving the many in poverty and hunger, and who in typical American language advocated a wage sufficient to enable a working man, after three years of faithful service, to go into business for himself.

It is a middle class ideal, characteristic of the middle class in the European countries and not merely of our own American middle class.

The interesting thing about this ideal and the one aspect of it which is American, is that it was most highly developed in the United States over one hundred years ago. Because of our wilderness, because of our frontiers, because of our tremendous undeveloped areas, it was possible to have small ownership of property distributed on the widest scale known in history, much higher than in France, which is the European nation where it was most highly developed. In other words, we had that ideal largely realized in this country. At least 80% of the American people in the 1820's owned their own productive property, owned their own means of making a livelihood. Yet it is precisely out of those conditions, out of the most universal ownership of small property, out of the freest competition and the freest market, that has prevailed in any country in the world, that the forces developed for the *destruction* of that society of small individual owners, of small independent producers.

I want to very briefly indicate how that destruction was brought about. The basis for that widespread ownership of property was agrarianism; it was the fact that agriculture dominated the American economy. 75% of the American populace in the 1820's owned their own small independent farms. Whereas in the east property tended to accumulate, when you went west you had a perpetual rebirth of small property. Our frontier regions kept alive the idea and also the possibility of small ownership of property. Today, with agriculture only a very small part of our economy, where instead of employing 75% of the American people it employs only 15%, we have had destroyed by our industrial civilization the most basic, the most vital factor in that widespread ownership of small property of one hundred years ago.

The second factor that brought about this destruction was the industrial revolution. Industry in those days was very small scale. It was mainly handicraft industry. There were a few factories, mainly textile mills. The majority of the plants, however, were small scale, employing four or five workers, sometimes only one or two workers. With the development of the new technology developed by the industrial revolution, there was an inescapable technological drive toward a larger scale of production. Where you had small tools or hand tools, you had a shop where two, three or four men constituted the total labor force. But with the new machinery, with the new equipment that became larger and larger, ever more efficient, requiring more and more raw materials, producing an ever larger output, you had, independent of ownership, an extension and enlargement of the scale of production; which meant that where three or four workers were formerly employed, there were now ten and twenty and perhaps hundreds of laborers employed in that

one enterprise. As this process went on, of industry developing more than agriculture and industry itself becoming increasingly large scale, you had a continuous destruction of small property ownership in the United States. The middle class, the small owners, fought repeatedly against that destruction. They believed in free competition, in the free market, in the rights of property.

Now, when you believe in the rights of property, you believe not only in the rights of small property but also in the rights of big property. You have therefore to grant the right of big property to swallow and trample upon small property. Once you have the rights of property (unless you are going to have a tyrant state) you must permit the accumulation of big property which arises out of small property. Where you had free competition and a free market, it was the producer who used the newest technology, who used large scale production, who was able to produce more efficiently, who was able to capture the free market by means of free competition and thus freely drive the small man out of business. Out of the very conditions which gave birth to this society of small producers, arose the negative conditions that destroyed that society of small producers. Until today, where one hundred years ago 80% of the American people owned their own productive property, their own means of making a livelihood, 88% of the American public are deprived of all ownership in productive property! 88% of the people of this country today are dependent on jobs, whether as wage workers or salaried employees, for the means of making their livelihood!

On the basis of this urge toward large scale production you have a whole system of monopoly capitalism. With the enlargement of the scale of production, with the transference of the majority of the American people into proletarians, you had a separation of ownership and management: you had a condition where the owners of industry, the stockholders, owned but did not manage; you had the managers of industry, managers and supervisors of employees but not owners of the enterprises in which they were employed. The capitalist function and management became the function of higher men in this large-scale corporate industry of ours.

I come now to my argument as to how I look upon the problem of civilization surviving under capitalism. This capitalism today is caught in a situation where it must (unless it is overthrown and transformed) revolt against progress. And the dilemma in which it finds itself comes from the falling rate of profit of which my colleague spoke. However, he is mistaken in attributing to Marx the theory that the falling rate of profit is a result of monopoly capitalism. On the contrary, monopoly is a means of *preventing* a fall in the rate of profit. The rate of profit begins to fall because industry requires more and more capital goods in order to produce a larger and larger output. More and more

of the labor and the product of industry goes into these capital goods. Which means that the consuming powers of society are *not* developed to the same extent as the productive powers are developed. With the result that there is an unused capacity, a capacity of production which is not used, together with other factors, and the rate of profit begins to fall because of the tremendous capital needed under modern conditions to produce. Monopoly is a means of preventing that fall in the rate of profit. For you can imagine what would happen if these gigantic industries of today were permitted freely to compete in a free market. They would so destroy one another, they would so force down the prices of one another, that the rate of profit would practically disappear to nothing. So monopoly comes along and prevents competition; it holds up prices artificially; it is a means of preventing the rate of profit from falling disastrously to the vanishing point. It can only do that within limits; but it is the function of monopoly to try to save capitalism by preventing a disastrous fall in the rate of profit.

Capitalism today has become so productive, the means of production are capable of producing such an abundance of goods and services, that production is becoming unprofitable for the capitalist owners of industry. Capitalism is caught in a situation where if it releases the abundance which industry is capable of creating, prices must so come down, profits must so fall in order to make that abundance available to the people, that the rate of profit tends to drop to zero and become negative. If the rate of profit (which, in more proper language, merely means the price which capital gets) falls to zero, and becomes negative, then capitalism has reached its objective limit; capitalism cannot survive; capitalism is doomed. And the whole drive of capitalist production is toward that doom of capitalism, not because of anything that you or I might do but because the mechanics of profit-making and of capital accumulation on which it is based drive objectively and economically toward the doom of the system.

But the vested interests of capitalism are not going to permit that doom; they are not going to be satisfied with a rate of profit which is too low or with no rate of profit at all. Capitalism, therefore, uses its resources to artificially maintain some rate of profit, and it can only maintain that rate of profit (which means that capitalism can only maintain the profitability of industry) by strangling the productive forces, by limiting abundance. We see that on every side. It is an economy of abundance which afflicts capitalism today. We see on every side the State using all its forces to produce more, to create more abundance, and to release the abundance we are capable of producing. Monopoly limits production. Monopoly produces only what it *must* produce that can be disposed of at profitable prices. Almost every code of the NRA had provisions for the limitation of production. The

AAA limits production in agriculture. We find state capitalism in this country, in all countries, using the resources of the state not for the purpose of making the abundance of industry available to all but for the purpose of so limiting production on a lower level that it may yield at least some profit to the capitalist masters of industry.

If capitalism finds itself in such a jam, however, what does it mean? The great contribution of capitalism has been the multiplication of the productive forces of society. This is the basis of the whole progressive road which capitalism has played in history. If, now, capitalism is driven by its own economic mechanics to deliberately limit production, it means that it must revolt against its own valiant achievements, must revolt against its own civilization, must particularly revolt against the elements of a new social order which that civilization has produced.

Let us very briefly indicate what that contribution of civilization is. We don't have to enter into any esoteric discussion of what civilization is or is not. Let us consider those elements which distinguish capitalism from its social predecessors and the values and achievements of that civilization. The first thing was the reconstruction of the technical economic forces of society. Capitalism developed the productive forces beyond anything previously known in history. Along with its increasingly limited scarcity, with this tremendous increase of the productive forces, we had a tremendous development of technology and of science, of the technological application of science, and through technology and science capitalism developed an increasing mastery of the world by man. Now, with capitalism *revolting* against abundance, it must revolt against the multiplication of productive forces. If that is done, then capitalism must revolt against technology; it must limit technology; and to limit technology, it must limit science. So that it is very significant and very tragic today to note that new technology is primarily being used, not in industry to produce goods and services for the people of the nation, but in the preparation of more efficient and more destructive instruments of war!

Along with this development of the productive forces, there was an increasing participation of the masses of the people in the economic conquests of capitalist civilization. It wasn't much. The higher classes got most, but the workers did participate at least to a grudging extent in these conquests. With the revolt *against* the productive forces, with the necessity that capitalism is under to limit production, what does that mean? It means that capitalism operates on a lower economic level in order to maintain a higher rate of profit. But if you operate on a lower economic level, it means that you throw into permanent unemployment millions upon millions of wage workers and salaried employees. This unemployment becomes one of the most tragic aspects of a declining capitalism. Today we have 12,000,000 workers and salaried employees who can't get work in this coun-

try. This problem of *permanent unemployment* becomes real and it must be a problem as long as capitalism is so productive that it must limit its own activity in order to attain a profit. So that under such conditions, instead of increasing mass well-being, we have the reverse: an increase in the misery of the masses of our people.

Then we had the cultural aspect of the contribution of capitalism to civilization. We had the emphasis on "This-worldliness" as against the "other-worldliness" of mediaeval culture. We had the emphasis on the rational, we had the emphasis on reason. Today, with a declining capitalism, we find the masses of society being appealed to on the basis of the most vile passion and prejudice in order that it might be able to maintain itself in force. We have now a complete *reaction* against the rational, and we find its most complete expression in Fascism, which is a revolt against the human mind and human reason itself. Capitalism must do that because, as you have this increasing misery, this decline of the system, you have the masses of the people mobilizing their forces to revolt against that system. Capitalism, therefore, must increase its repressive forces, it must mobilize for the complete destruction of liberty, equality and democracy and all those things which have developed under them. It must move toward a tyrant state, completely depriving the people of all freedom of expression, of all creative self-action, because freedom of expression and self-action now become dangerous to the system. Capitalism forbids them not only when they are not dangerous; when they become dangerous, they must be suppressed. They are increasingly limited under state capitalism and altogether annihilated under Fascism.

Underlying this system, this tragedy of capitalism, we must look for what is constructive. We get the real contribution capitalism has made to civilization in this large-scale industry. In the actual economic basis of monopoly capitalism you had a constructive contribution, you had an economic collectivism which is the basis of a new social order, which is the basis of socialism. This collectivism forces people to work together, harmoniously, socially, cooperatively. It has organized the whole of industry. Because of private ownership, that collectivism becomes the basis of monopoly capitalism, it becomes the basis of exploitation, it becomes the basis of the *revolt* against civilization. But we do not have to revolt against that constructive economic collectivism which makes it possible to produce an abundance of goods and services for all our people. We want to save that constructive aspect. We want that collectivism deprived of its capitalist realism and put to use for our own purposes. Mr. Agar proposes that in some way or other we limit that economic collectivism. I am with him in that. But it goes beyond that in my opinion. I would like to see the economic collectivism also broken down as much as possible into the older economic individualism. However, I deny that that can be done.

You speak of the electric age, of electric power. Electric power does not make possible small scale production. If you go into industry and study what electric power has done, you will discover that it has necessarily made possible a larger scale of operation within a plant. Take the paper and pulp industry, for example, which is based upon electricity and chemistry. There you have machines of such tremendously large structure that you can put in your raw materials at one end and have the paper come out all rolled up in bales at the other end. Electricity has made this possible. Electricity, moreover, has made possible remote control industry, where you have a huge plant that does not employ a single worker in it but where, by means of electricity at a distance, you may control the operation of that mechanical monster. What electric power has made possible is not economic decentralization of productive units; it has made possible geographical decentralization. Industry is not dependent upon locality now for its continuous operation. An industry can be located in any part of the country and yet be satisfactorily run because of the widespread nature of electric power. This decentralization, this combination of industry and agriculture made possible by electric power, is a good thing. But you can destroy the productive units.

Mr. Agar speaks of certain industries which you can't possibly decentralize. He mentions transportation companies, electric light and power organizations, gas, telephone and telegraph companies. The combination of all these gives us a total of 8,000,000 wage workers and salaried employees to whom you can't possibly give or restore small productive property. They remain dependents on jobs for a livelihood. Where is the liberty and democracy and equality of small ownership for these 8,000,000 wage workers and salaried employees in industry which Mr. Agar admits you can't break down and decentralize and restore to small property ownership?

Consider the heavy industries. These are not only those industries producing capital goods but also those which produce consumption goods, such as the paper industry, the automobile industry, etc. You have amongst these another five or six million people whom you can't possibly decentralize. That gives us 14,000,000 wage workers and salaried employees who are going to remain wage or salaried dependents, who are going to be deprived of small property ownership. Add to that your professional people, about two million more, and also one million teachers, to whom small property ownership is not granted. This gives us 17,000,000. One might go on adding to the list and he would find that, even

if it were possible to restore some small property ownership, there would still be at least half or more of the American people deprived of such ownership. You would have a nation half free and half unfree. For Mr. Agar admits that where you do not own your own productive property, you are not free. I submit that such a condition, where a nation is half free and half unfree, is a compromise which would have neither the good qualities of the old competitive capitalism nor the good which is potential in the economic collectivism of today.

What I propose to do is to go onward toward this new social order of collectivism, toward the socialist reorganization of that collectivism. Does that mean a tyrant state? Why should it mean a tyrant state? Mr. Agar's proposal implies almost as much of a revolutionary change as my communism does. If you are going to restore half the land to the three million farmers who are now propertyless, you have got to take that land away from its present owners. You have today ten billion dollars in mortgages on farms. Are you going to expropriate those ten billion dollars worth of mortgages? If you don't expropriate them, then where is your restoration of small property? Half a million people today own practically 80% of American industry. If you are going to restore small property ownership, you must expropriate those big owners. I have no objection to it! But you have got to use compulsion, you have got to use what they will call *tyranny* in order to take their property away from them. And when you have small property ownership, you must limit the rights of property owners; you must limit the rights of property owners to acquire more property than Mr. Agar thinks is good for society. You must have a power, a series of compulsions, which is going to tell people who want to become big owners that they cannot become big owners; that if they cannot become big owners, you have got to clamp down on them and stop them. That is one element of the tyrant state.

Socialism, on the contrary, while it resorts to dictatorship in the effort to destroy the old capitalist social order, to prevent capitalist interests from asserting themselves, uses that dictatorship merely for temporary purposes. What it has organized is an economic democracy. Once the people are working cooperatively and harmoniously, once you set in motion the multiplication of goods and services in abundance for the people, then the dictatorship becomes unnecessary and you have a restoration on new and higher levels of real liberty, real equality and real democracy!

The concluding addresses of this debate will appear in February.

Some Present-Day Trends in High School Education

John L. Shouse, Assistant Supt., Kansas City, Mo.

THE MOST STRIKING feature in the history of American education is the development of the public high school. The first public high school was opened in Boston in 1821, only a little over a century ago. Secondary education prior to that time had been a private enterprise, conducted sometimes by an individual but more often by an organization. Indeed it was not until after the memorable decision of the Supreme Court of Michigan in 1874 that there was general acceptance of the right of a board of education to provide high school instruction at public expense. During the quarter of a century following that decision, the enrollment in high schools increased rapidly, reaching half a million in 1900. Since that date the close of each decade has seen an enrollment more than twice as large as that of the preceding period. The estimated enrollment for the year 1935-36 is in excess of six and a half millions.

During this period of rapidly increasing enrollment there have been significant shifts in objectives and striking changes in methods of instruction in the high school. These millions of young people have come into the high schools with varied interests and widely differing abilities. In the effort to meet the demands thus made upon it, the high school has found it necessary to increase greatly the number of subjects offered. In the endeavor to provide for individual differences and to serve apparent needs, some subjects once very prominent in the high school curriculum are no longer offered while other subjects of very recent development have been introduced.

For a time the demand for special training for specific jobs was insistent. Not infrequently these jobs disappeared suddenly because of changed conditions due to the introduction of improved machinery or to the application of new discoveries in science. We now see that the supreme task of the high school is to give each student the broadest possible training, thereby increasing to the utmost his power of self-adjustment in a constantly changing social and industrial order. We are coming to see, as we did not see only a few years ago, the need for general, rather than for specialized, courses of training for high-school students. If we can teach the pupil to think for himself, if we can develop in him the power to recognize and to solve the problems of our increasingly complex civilization, we shall do him a real service.

This effort to develop ability to think, to solve problems, has brought about a distinct change in classroom procedure. As far as possible the pupil's work is set in terms of actual life-like situations. This means that the class period has become more of a work period and less a recitation period. The effort is made to interest him in his problem, to help him understand what he must do if he would solve it, and to give him needed help as he goes about the task. The information gained is often of great value, but the effort put forth, the habits formed, the initiative acquired, the attitudes developed and the appreciations attained are of far greater significance.

These changes in purpose and in procedure in the high school are in recognition of the fact that the individual is a citizen before he is a worker, that he spends many more hours in general living than he spends in his vocation. The high school will continue to prepare pupils for admission to institutions of higher learning; it will continue to give specific training for some of the more general lines of employment, such as clerical work and agriculture; but as never before we need to recognize that preparation for living a well-rounded, wholesome life is far more important to society than the development of skill in a particular vocation. General education has for its purpose preparation for successful participation in those fundamental experiences that are common to all, such as citizenship, the care of health, fitness for home duties, adaptability for productive employment, preparation for worthy leisure-time activities, and participation in current thought. Every normal youth needs training in each of the fundamental fields. Instruction must, of course, provide for individual differences, but an age of social and technological complexity, such as ours, demands the broadest possible training for each individual.

To this end the high schools of the country are seeking to enrich the curriculum, to prescribe tasks fitted to individual capacity, to encourage the formation of good habits, to establish worthy ideals and to inspire ennobling appreciations. If the work is to be well done, our high schools must have the benefit of the best and latest in equipment. They must have what is far more important than material equipment; they must have well-trained, cultured, devoted, earnest, mature-minded men and women as teachers.

Poetry in the Upper Grades

By Anne Belle Wynne

A FEW YEARS AGO a seventh grade teacher asked me to criticize some poems written by the pupils in her room. I began turning through the pages, hoping to find one poem that was fairly correct. They abounded in clichés, inversions, contractions, mixed feet, and improper rhyme. For instance, the first line was iambic and the next line trochaic; the first stanza in couplets and the next in alternate rhyme. There was absolutely no pattern to any of the poems.

What was true of these lines is true of much of the verse produced in our public schools. It is true also, to a great extent, of most of the poetry written by people who have never studied versification. I have before me now a poem which I received last winter. The first line is trochaic:

When I reach the shady lanes of life—
This is a very good line for a gentle, sweet, conciliatory thought, were it not marred by triteness. Another is iambic:

Done in the yester-year.

Note the "yester-year." Another very surprising expression is also found:

When I shall wend my homeward way.

The author asked me if I knew of a good, kind editor who might publish her poems.

A poem must be judged by the technique of its verse as well as by its emotional and intellectual content.

Only a great poet can take liberties with the language, and then only when he is carrying us away with a great emotion or with a flight of the imagination. It is a significant fact, however, that our greatest writers have been the most careful in their craftsmanship. If Dante and Milton were willing to cut and polish their jewels, if Tennyson could work for years revising and changing his poems in order to improve their technique, how much more does the obligation rest upon all lesser poets to abide by the rules of good English, and to refuse absolutely to apply for a license to break the law set down by our best critics.

Teachers frankly say, "I know nothing about the rules of poetry: I cannot help the children." That certainly is a poor excuse. Teachers spend weeks and years improving themselves in other branches: if they are going to produce poetry, why not get some good books on versification and study the simple forms. One does not have to write verse in order to be a critic.

Some will say a child should not be bothered with technique. Would we permit a ten year old child to compose a piece of music in which the first measure was written in three-four time, the second measure in four-four time, and the third measure in six-eight time?

In order to be of some practical help, I might go more fully into some of the errors in versification.

The word *cliche* means an electrotpe, or die used many times for the same impression.

Applied to poetry, a cliché is a word or phrase which has been used so many times that it has become over-familiar, and no longer has the effect of surprise upon the reader. The phrases *rosy dawn, break of day, silvery moon, caressing wind, stately lilies, red as a rose, pure as snow, smooth as silk, modest violet, playful breeze* originally produced striking images. To-day they are worn-out expressions, or clichés. These hackneyed poeticisms are seldom used by the best writers, and the young poet will do well to avoid them.

In English composition we teach the value of live words, yet in poetry we often permit the archaic forms of the pronouns and the use of unusual contractions and ellipses. Such words as *athwart, hadst, didst, thou, thee, ye, thine, ere, anon, 'tis, ta'en, 'gainst, o'er, 'neath* were good words at one time, but their use dates us to-day. Great poetry is invariably written in the living language of the poet's day. The best poetic language is the most straightforward.

Another mark of amateur poetry is the use of the inversion. It is a violation of the law of writing with the slightest friction. Inversion is frowned upon by our best critics of to-day. The following is rather an exaggerated picture of inversion:

A moonlit mist the valley fills,

Though rides unseen herself the moon,
yet it shows how awkward it is compared with straightforward speech.

If there were time, I might speak of incorrect rhyme, excessive alliteration, and too many adjectives as other danger signals for the young writer to watch.

As important as may be the technique of poetry, it is after all but the form, or garment, which clothes the soul of the poem. The one is so dependent upon the other that they are inseparable. Our great painters have recognized this fact, and have spent years studying technique, yet they would not want a picture without a soul, neither should we want a poem without some exalted thought or emotion.

We teach our children the elements of a good paragraph, a composition, or a short story. Then why not show them that a poem must have unity and organization. I believe that a child in the sixth grade can understand the following classification.

1. A poem should have an unanswered universal theme.

2. It must be discussed, or amplified in a form and style suitable to the subject.

3. The author must do something about this: he must come to some conclusion.

The following is a very good way for a mature person to judge a poem:

1. What has the poet set out to do? What is his theme? Is the theme within the poet's reach? Has he probed his subject-matter deeply?

2. How has he executed his theme? Does the form fit the subject-matter? Does it spring from emotional excitement? Does it produce in the reader an emotional excitement?

3. Was the effort worth-while? What is the value of the poem? How universal is the subject matter?

Some say we have no right to ask if the effort be worth-while, for we do not know what it meant to the writer. Should we attempt to publish our work, that is one of the first questions the editor will ask.

We have forms and rhythms suitable for different emotions. Notice how well the thought and verse are blended in Tennyson's *Crossing the Bar*:

For though from out the borne of Time
and Place

The flood may bear me far,
I hope to see my Pilot face to face
When I have crossed the bar.

See the anapaestic movement woven into Shelley's *Cloud*:

I bring fresh showers for the thirsting
flowers,

From the seas and streams;
I bear light shade for the leaves when laid
In their noonday dreams.

Choose the subject first, develop it in a proper form and style, then do something about it. Be sure the teaching is subtle and is done by appealing through the emotions.

We cannot expect that all school poetry will come up to these standards but we must have some ideals on which to build.

Anna Belle Wynne
1306 East 32nd Street Terrace
Kansas City, Missouri

BIBLIOGRAPHY

- Hubbell and Beatty, *An Introduction to Poetry*. New York: The Macmillan Company, 1924.
Mathews, Brander. *A Study of Versification*. Boston: Houghton Mifflin Company, 1911.
Untermeyer, Louis, *The Forms of Poetry*. New York: Harcourt, Brace and Co., 1932.
Wood, Clement. *The Craft of Poetry*. New York: E. T. Dutton and Company, Inc., 1929.
Seely, Howard Francis. *Enjoying Poetry in School*. New York: Johnson Pub. Co., 1931.

No More Failures

H. C. Holt, Superintendent of Schools, Stewartsville, Mo.

A PROBLEM of paramount importance in our schools today is the failing pupil.

For the past few years, we have had an average of four failures per year, from an annual enrollment of approximately one hundred in our school here.

Until this year, we had two courses of action to follow: either pass these four students, as many are doing, thereby lowering the status of the class and removing the incentive to excel for the majority, or else the other alternative of weeding out or failing these four students, raising the general level of the class, but labeling these four as failures and admitting failure as teachers in so far as they are concerned.

Many have proposed to substitute another letter for the "F" but this would not improve matters as N. P. or X, would mean failure as well as "F."

I have made an attempt to devise a system of grading here, where these failures are eliminated, and without lowering the incentive to excel for the rest of the group. The system for the first six week term was cumbersome at first but has become very simple after some use.

We record all grades in our class Record book by numbers. At the end of the six week period the number grades are totaled. These totals are changed to our regular letter grades; E, S, M, I, and F, but in place of the F we give "C" with fractional credit.

This fractional credit is worked out in this manner; The highest number represents 100% of the work. In the example below of 32 Freshmen in an Elementary Algebra Class, 211 score represents 100%, then 1% would be 2.11 points. Thus pupil number 30, per-

formed 156 divided by 2.11 or he did 74% of the work. This represents $\frac{3}{4}$ credit. Credits are recorded only in halves, thirds, and fourths.

Pupil number 30 in place of failing, receives a "C" grade with $\frac{3}{4}$ credit. Those ordinarily in the "F" group would all receive a letter "C" grade and credit according to their score.

Distribution of Grades for Elementary Algebra.

Pupil No.	Score	Pupil No.	Score
1	211	17	180
2	211	18	179
3	210	19	177
4	209	20	176
5	207	21	175
6	201	22	174
7	198	23	170
8	197	24	168
9	196	25	164
10	194	26	161
11	190	27	160
12	188	28	160
13	187	29	158
14	186	30	156
15	184	31	155
16	180	32	153

Credit accumulates and is carried over into the next six weeks, and the semester grade obtained in like manner.

Whenever a fractional credit is given, the teacher attaches a recommendation or statement on work to be done, in order to make sufficient credit to earn full credit. However, it is not compulsory to make this work up, unless it is a required course, or the student wishes to use it as credit toward college entrance.

Testing in Terms of Our Objectives

Allan A. Cooper, Industrial Arts Instructor in Roosevelt Jr. H. S., St. Joseph, describes his method.

EVERY COURSE and every subject should have, if it is offered in the public schools, definite and well defined objectives and a clear standard of attainment in terms of these objectives. It is desirable to achieve these objectives by stimulating the pupil to consciously realize their importance and to react to their achievement in some definite way. It is also desirable to check on the achievement of these objectives from time to time. I feel that the following statement is true:—"The Standards by which a course or subject is measured are the objectives of that course or subject." If this statement is true, therefore, we may readily assume that we may construct our tests in terms of the objectives rather than in terms of the subject matter content of the course and the skills of the subject.

In proposing this thesis I have endeavored to construct a method that may be used as a testing device and still be an instructional device also. It is in the form of a multiple choice test or, better still, a "discrimination" test that will enable the instructor to check up on the development of the pupil in the ability to discriminate between right and wrong and to use his judgment in the making of decisions in everyday life situations.

Following is a test as above described. It will not attempt to give all of the situations in the test but only a few; enough to give the reader an idea of the mechanics of the test and the general construction and how it works. It will be noted in the "key" that the reactions are *weighted*. These weighted reactions are arbitrarily evaluated and it is suggested, since there are no standard weightings existing, that each teacher using this type of test make his own evaluation of these reactions before using it in his own class-room.

This is the test.

NAME
Class..... Hour..... Score.....

Following are a number of situations that have arisen, may arise, or are purely imaginary. You will be expected to indicate your reaction to these situations by drawing a circle around the letter in front of the word,

phrase, or sentence that you think would be the right thing to do if you were in that situation: For example:—

You are walking down the street and meet Mrs. Brown, a very good friend of your family. Mrs. Brown says, "Good morning George." How would you return her greeting?

- a. Just nod to Mrs. Brown.
- b. Say, "Hello," to Mrs. Brown.
- c. Tip your hat and say, "How-do-you-do Mrs. Brown."
- d. Don't say anything.
- e. Say, "Hi!"

The statement, (c), above is probably the better method of greeting Mrs. Brown, so draw a circle around (c) as required. After the same manner mark the following situations. You will be given plenty of time in which to make your decisions so study each situation carefully and use *your own* good judgment in determining what you would do.

1. John was riding down the side-walk on his bicycle. He met a man afoot who openly resented giving him any room for passing by on his wheel. This caused John to have to run off the side-walk and "spill" on the terrace. The man further emphasized his displeasure by saying, "Get that thing out in the street where it belongs!" What would you have done if you were John?

- a. Get out in the street.
- b. Ignore the man and continue down the street.
- c. Argue with the man.
- d. Reason with the man.
- e. Do nothing about it at all.
- f. Say nothing to the man but nurse a grudge toward him.

2. Bill found a dollar lying on the dressing-room floor in the Gym. If you were Bill what would you do with the money?

- a. Keep the money.
- b. Wait for the owner to advertise for it.
- c. Turn it into the lost-and-found department of the school.
- d. Give it to the first boy that claims it.
- e. Try to keep anyone from knowing you found it then spend it.
- f. Take it and give it to some poor family.
- g. Turn it over to your gymnasium teacher.

3. Before you leave the shop for your next hour class you are expected to clean off your bench and equipment and put things in order. Why are you expected to do this?

- a. Because things look better when they are clean and neat.
- b. To avoid being called down by the teacher.
- c. To make it more pleasant for the next fellow.

- d. Because you are expected to do it.
- e. To form the habit of keeping things clean and orderly.
4. George was reading the paper and he saw an article with headlines as follows: "Contract for new bridge let for three million dollars." If you were George what would you have done?
 - a. Look for the picture of the bridge.
 - b. Read the article through.
 - c. Pass the article by without reading it.
 - d. Wonder where they are going to get three million dollars.
 - e. Become interested in the method of constructing the bridge.
5. Suppose your locker partner was that type of person that never straightened up his locker or kept the contents therein orderly or neat. What would you do about it?
 - a. Tell him to clean it up.
 - b. Clean it up yourself.
 - c. Keep your part of it straight and let his part go disorderly.
 - d. Let your part of the locker become disorderly like his.
 - e. Reason with him about the importance of keeping his clean.
 - f. Report him to his home-room sponsor.
 - g. Get angry and quarrel with him about it.
6. (These situations may be extended indefinitely) Etc.

Justifying these situations:—

Each situation should be carefully selected and designed to test the pupils' reaction to those attitudes and ideals as defined in those objectives of the Industrial Arts teacher recommended by the Committee on Standards of Attainments for the AVA. The above situations may be justified as follows:—

Situation # 1 was given to test the pupil on objective # 5, "To develop in each pupil a feeling of self-reliance and confidence in his ability to deal with people and to care for himself in an unusual or unfamiliar situation."

Situation # 2 was given to test the pupil on objective # 7, "To develop in each pupil the habit of self-discipline which requires one to do a thing when it should be done, whether it is a pleasant task or not."

Situation # 3 was given to test the pupil on objective # 10, "To develop in each pupil a thoughtful attitude in the matter of making things easy and pleasant for others."

Situation # 4 was given to test the pupil on objective # 1, "To develop in each pupil an active interest in industrial life and in the methods of production and distribution."

Situation # 5 was given to test the pupil on objective # 9, "To develop in each pupil an attitude of readiness to assist others when they need help and to join in group undertakings."

Situation # 6 was given.....etc.

Marking the test:—

The method of marking this test is objective and easily and quickly done. You will notice the "key" below is *weighted*. For example: If in situation 1, a circle is drawn around (a) the answer will receive 3 points credit. If the circle is drawn around (b) the answer will receive 8 points credit. If the circle is drawn around (c) the answer will receive no credit or zero. If the circle is drawn around (d) the answer will receive 6 points credit, etc. These evaluations may be changed and re-evaluated by any instructor who wishes to use this type of test. I have merely arbitrarily evaluated the reactions in order to explain the mechanics of the test. Following is the Key.

Key	Key	Key	
page 1	page 2	page 3	
Sit. 1	Sit. 3	Sit. 6	
a-3	a-1		Etc.
b-8	b-0	Etc.	
c-0	c-9		
d-6	d-2		
e-0	e-5		
f-0			
	Sit. 4		
Sit. 2	a-2		
a-0	b-8		
b-2	c-0		Etc.
c-10	d-1		
d-1	e-7		
e-0			
f-1	Sit. 5		
g-7	a-5		
	b-0		
	c-4		
	d-0		
	e-12		
	f-1		
	g-0		

The advantages of this type of test are as follows:

1. It measures the results in terms of the objectives.
2. It places emphasis on character traits, ideals, habits, and personality traits instead of subject matter and skills.
3. It may be used as an instructional device as well as a check on the student and a test for the group as a whole.
4. The pupil's reactions may be weighted.
5. It places the pupil in the position where he has to make his own discrimination rather than try to discriminate as he would think the teacher would expect him to.
6. The mechanics of the test reduce an almost intangible concept to a relatively objective form, easy to administer and simple to mark.

7. It is more interesting to the pupil than the subject-matter test because it deals with those incidents that confront the average boy in his everyday life.
8. It smacks of those ultimate aims of secondary education which all subjects in the public schools should strive to achieve.
9. It can serve in checking up on "problem" pupils in revealing where their weakness lies to a certain extent.
10. It can be used as a method of gathering cumulative data for the matter of citizenship reports and recommendations.
11. This type of test is not distinctly an Industrial Arts test. It may be used in any subject or any field of general education.

The disadvantages of this type of test are as follows:

1. The discrimination that the pupil may make on the paper will not always be the same as he would make should this particular situation become a reality to him: Although it is most generally true that his reactions in both circumstances will be the same.
2. It also measures those ideals and habits that the pupil has developed somewhere other than in the Industrial Arts class room and therefore cannot be relied upon as the whole measure of his success or failure in

achieving the objectives. If this test is given as an achievement test, that is, at the beginning and the end of the same term in order to determine the achievement then this disadvantage will not hold true.

3. The "weighted" reactions are arbitrarily arrived at with no sound method of evaluation. This, however, may become an advantage as it is very commonly desired that the individuality of the teacher be considered in instruction and the administration of measuring results. Without standard evaluations to these reactions there is an excellent opportunity for the exploitation of the individuality of the teacher in organizing and administering this test.

The writer of this article wishes to extend his appreciation for the kind consideration given him and the careful criticisms of this test made by the following educators:

- Mr. Garinger, Prin. Charlotte, N. C., High School.
 Dr. Odell, Prof. Educ. Tests and Meas., Univ. of Illinois.
 Mr. F. W. Hebbberger, Hadley Voc. School, St. Louis, Mo.
 Mr. W. L. Daffron, Prin. Roosevelt Jr. H. S., St. Joseph, Mo.
 Mr. R. W. Selvidge, Ind., Educ. Dept., Univ. of Missouri.
 Mr. Adeyotte, Prin. Elementary School, St. Louis, Missouri.

WHAT IS A BOY?

(Anonymous)

He is a person who is going to carry on what you have started.

He is to sit right where you are sitting and attend when you are gone to those things you think are so important.

You may adopt all the policies you please, but how they will be carried out depends upon him.

Even if you make leagues and treaties, he will have to manage them.

He is going to sit at your desk in the Senate, and occupy your place on the Supreme Bench.

He will assume control of your cities, states, and nation.

He is going to move in and take over your prisons, churches, schools, universities, and corporations.

All your work is going to be judged and praised or condemned by him.

Your reputation and your future are in his hands.

All your work is for him, and the fate of the nation and of humanity is in his hands.

So it might be well to pay him some attention.



STATE DEPARTMENT OF EDUCATION



DEPARTMENT OF RURAL SCHOOLS

Answers to Questions that Teachers want to know:

1. What should be a teacher's attitude, if a pupil from another district desires to come to her school because of personal prejudice toward some members in her own district? The school board left the decision of the matter to the teacher.

A pupil should attend the school in the district where he lives, unless he is officially transferred by the County Superintendent to some other school or unless the local board, because of small attendance, closes their school and make arrangements for pupils to go elsewhere.

2. Please discuss the matter of a surplus teachers' fund.

There are a large number of schools in Missouri that have created a surplus teachers' fund by employing teachers at a very low salary. If a competent teacher is employed, and she is paid a salary commensurable to the service she is expected to render, this will take care of that surplus teachers' fund.

3. How will a teacher get around the board of directors to get play ground equipment?

Don't try to get around them. Meet them four-square, face to face. Tell them what you want and why you want it and then prove to the board by the proper use of the material, that such equipment is vital to the welfare of the boys and girls.

4. Is it advisable to let older children help with younger children?

Yes, if it is carried on in the right manner—with a cooperative attitude.

5. What methods may be employed to stop whispering?

Whispering is an indication of idleness on the part of the pupil and poor planning on the part of the teacher. Give the pupil a worth while task and the whispering will disappear.

6. What would you advise for a pupil who cannot read problems for himself, but if read to him can work them immediately?

Continue to read them for him until such time as he can learn to read them for himself. Apparently he is a pupil with a very brilliant mind who has never been taught to read. Teach him to read.

7. How can we train children who are behind in their work without placing them in a lower grade?

Hold the work they should do as a goal, but supplement this work with the lower grade material in which they are weak.

8. Should left-handed pupils be taught to write with their right hand?

No.

9. Is the teacher responsible for troubles on the way home and to school?

Yes, the conduct of boys and girls on the way to and from school reflects the type of teaching that is being done at the school.

10. Should a teacher give credit for book reports on books from the pupils' home libraries when the school library is inadequate?

This is quite all right if the book read is on a par with those listed in the Reading Circle List.

11. Is it ever permissible to let the first grade pupils play outside during school hours?

Yes, if they play where they can be under the observation of the teacher or if they can be supervised by an older responsible pupil.

12. How may the library be strengthened to fit the needs of all pupils at a small cost?

Don't buy books because they are cheap or from some high-pressure salesman, but select your books from some standard list, such as those listed in the State Reading Circle or those listed in the State Course of Study.

13. Do you consider county contests desirable?

Yes, if these contests are based upon the work in your school. They are most highly desirable and we urge that the County school officials provide for such contests as a fitting climax to the year's work. They furnish an incentive to the pupil, and sell the school to the community.

14. Would you suggest the use of standardized tests in the "A" and "B" classes?

Yes, if after they are given, the proper use is made of them. That is, not to be used as a test but for diagnosing the pupil's work, and then following up such tests with remedial measures wherein weakness occurs.

15. Should all play at noon and recesses be supervised or should a free period be given?

Play ground work should be supervised at all times, the same as classroom work.

16. In case a child has had 7th grade work

- in town, would you teach 8th grade work this year?
- No. Follow the plans as outlined in the Course of Study, supplementing the pupil's work with the minimum requirements for the 8th grade, allowing him to take the 8th grade examinations at the close of the year.
17. When should there be double promotion?
- The answer is "Never," unless it be an over-age pupil.
18. What can one do with Old library books?
- Put them in the scissor-paste collection and use them for busy work material.
19. Do you think it is always best to board in the district in which you teach?
- Yes, if a suitable boarding place is available.
20. How can we help to make the parents realize the need of cooperation between the teacher and pupils and themselves?
- Organize a parent-teacher association and engage them in those activities which this organization promotes.
21. Where may material concerning the organization of Parent-Teachers Associations be obtained? May I have the address, please?
- Write Mrs. Warren L. Mabrey, 421a N. Frederick Street, Cape Girardeau, Mo. State President of the Mo. Congress of Parents and Teachers.
22. There seems to be a feeling in our school district that a Parent-Teachers Association would not be successful. What can I do to "Wake up" community spirit?
- May I suggest that you write Mrs. Mabrey? I am sure she will be able to help you with your problem.
23. Should the teacher be expected to confine her activities in the community to school activities alone?
- It would be very difficult for a teacher to succeed if she confined her activities to the school alone. A teacher in order to succeed, must become a part of the community and participate in its activities.
24. Should post-graduates be required to do the same work as the regular 7th grade students including taking the examinations?
- A post-graduate should not be considered a visitor in the school, but should participate in the upper grade class assignments, supplementing that work with additional work in projects which will not only enrich the program for himself but for his classmates as well.
25. What attitude should be taken toward a patron who insists that his child be treated better than other children and that his child must not be made to obey school rules? He is also a director of the district.
- There is no place in our public schools for the privileged child. The sooner the patron and child find out that the child is merely one of a community group, the better it will be for the school, the child, and the patron.
26. What do you think about the use of work-books and should the school furnish them?
- Though rather expensive, the proper type of work-book, if properly used, may prove very beneficial. The trouble is that very few teachers make the proper use of these work-books. If funds are available, these books may be purchased with the free textbook fund.
27. Can the money for free textbooks be used for other purposes than books?
- The following is the standard set-up for the use of free textbook funds:
- Free textbooks part of Educational Program:
- Section 18a in the new school law is based on the general theory that textbooks will be furnished free to all elementary pupils in the State. Free textbooks are a part of the Educational Program set up by the State.
- How provided:
- Section 9506, School Laws, 1931, provides that any school district in the State may furnish free textbooks. Only a majority vote of those voting at any annual or special meeting is required to decide the question. When free textbooks have been authorized, the school board shall supply as many grades as possible for the first year, beginning with the lowest grade, and furnish free textbooks to all pupils in the elementary grades within a period of three years.
- How Use Money:
- The school board may purchase books in the order named, as follows:
1. Textbooks for the Elementary grades. grades.
 2. After textbooks are supplied, the remainder may be used to purchase
 - a. Supplementary.
 - b. Library.
 - c. Reference books.
 3. At the board's option other necessary supplies may be purchased.
 4. After the elementary school has been supplied, the board, at its option, may furnish free textbooks in the high school.

ELEMENTARY AND HIGH SCHOOL PREMIUM LIST FOR THE 1936 MISSOURI STATE FAIR

The following is the premium list offered by the Educational Department of the 1936 Missouri State Fair. To the city and town elementary schools, high schools, vocational, trade, industrial, and negro schools.

The premium list for the rural schools, and general instructions for the Educational exhibit, were published in the October number of the School and Community. These lists should be kept for future reference. The cash prize to be offered for each premium will be announced in a later bulletin.

Section B ELEMENTARY TOWN SCHOOLS WITH ENROLLMENT LESS THAN 500

The term Elementary Town School is used to represent the elementary grades in a school system organized under six directors. This includes outlying schools in consolidated districts.

Unless otherwise designated, each entry should contain representations from both grades under which the class number is listed.

Grades 1 and 2

- Class**
- 70 Display of at least four free-hand drawings of objects.
 - 71 Display of at least four cut or torn paper posters.
 - 72 Group of three posters or booklets illustrating a story. Any medium.
 - 73 Exhibit representing a complete unit of work. Any medium.

Grades 3 and 4

- 74 Collection of at least four booklets on any subject, designed cover.
- 75 Illustrated bird chart, or booklet, including brief description of birds and bird habits. Chart or booklet may be prepared by individual pupil or by the class or grade.
- 76 Construction problem of one or more articles, illustrating the life of any people studied this year (e. g., Japanese, Chinese, Eskimo, Dutch).
- 77 Collection of toys or small articles of woodwork—at least six pieces.
- 78 Display of lettering—lettered slogans in pencil, cut paper, ink or tempera.
- 79 Group of at least four original compositions of one paragraph each.
- 80 Exhibit representing a complete unit of work. Any media.

Grades 5 and 6

- 81 Collection of at least four posters or booklets representing some phase of home or community improvement.
- 82 Collection of four posters or booklets illustrating desirable traits of character or citizenship.
- 83 Set of four costume designs showing costumes of different nations. Any medium.
- 84 Group of four booklets representing some unit of history or geography (e. g., transportation, homes of different people, homes of different periods of history).
- 85 Exhibit representing some complete unit of work. Any media.

Grades 7 and 8

- 86 Display of book binding, at least four books.
- 87 Display of block printing or stenciling on cloth.
- 88 Group of at least four original poems by different pupils.
- 89 Collection of at least four good citizenship posters or booklets.
- 90 Exhibit representing some complete unit of work, any media.

GENERAL

This includes all grades in a town elementary system.

- 91 Representation through any media of illustration, of a character development program for the school.
- 92 Collection of original prose compositions with designed cover, or bound in some form.
- 93 Collection of arithmetic papers—at least two from each grade. Each paper should contain not less than three original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.
- 94 Collection of penmanship papers, at least four from each grade.
- 95 Display of manuscript writing for grades 1 & 2.
- 96 Collection of art work representing all grades.
- 97 Best school exhibit. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each first prize counts 5 points; second, 3; third, 2).

Section C

ELEMENTARY TOWN SCHOOLS WITH ENROLLMENT MORE THAN 500

The term Elementary Town School is used to represent the elementary grades in any school system organized under six directors.

Unless otherwise designated, each entry should con-

tain representations from both grades under which the class number is listed.

Grades 1 and 2

- Class**
- 98 Display of at least four free-hand drawings of objects.
 - 99 Display of at least four cut or torn paper posters.
 - 100 Group of three posters or booklets illustrating a story, any medium.
 - 101 Exhibit representing a complete unit of work. Any medium.

Grades 3 and 4

- Class**
- 102 Collection of at least four booklets on any subject, designed cover.
 - 103 Illustrated bird chart or booklet, including brief description of birds and bird habits. Chart or booklet may be prepared by individual pupil or by class or grade.
 - 104 Construction problem of four or more articles illustrating the life of any peoples studied (e. g., Japanese, Chinese, Eskimo, Dutch).
 - 105 Collection of toys or small articles of woodwork—at least six pieces.
 - 106 Display of lettering—lettered slogans in pencil, cut paper, ink or tempera.
 - 107 Group of at least four original compositions of one paragraph each.
 - 108 Exhibit representing a complete unit of work. Any media.

Grades 5 and 6

- 109 Collection of at least four posters or booklets, representing some phase of home or community improvement.
- 110 Collection of four posters or booklets illustrating desirable traits of character or citizenship.
- 111 Set of four costume designs showing costumes of different nations. Any medium.
- 112 Group of four booklets representing some unit of history or geography (e. g., transportation, homes of different peoples, homes of different periods of history).
- 113 Exhibit representing some complete unit of work. Any media.

Grades 7 and 8

- 114 Display of book binding, at least four books.
- 115 Display of block printing or stenciling on cloth.
- 116 Group of at least four original poems by different pupils.
- 117 Collection of at least four good citizenship posters or booklets.
- 118 Exhibit representing some complete unit of work. Any media.

GENERAL

This includes all grades in a town elementary system.

- Class**
- 119 Representation, through any media of illustration, of a character development program for the school.
 - 120 Collection of original prose compositions with designed cover, or bound in some form.
 - 121 Collection of arithmetic papers—at least two from each grade. Each paper should contain not less than three original concrete problems with solutions. Work should be neat, accurate and correctly placed on the page.
 - 122 Collection of penmanship papers—at least four from each grade.
 - 123 Display of manuscript writing for grades 1 and 2.
 - 124 Collection of art work representing all grades.
 - 125 Best school exhibit—to be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit, number of points. (Each first prize counts 5 points; second, 3; third, 2).

Section D

HIGH SCHOOLS WITH ENROLLMENT LESS THAN 500

Each exhibit should contain not less than five nor more than fifteen articles. The articles should represent work actually done during the school year. The exhibit may be supplemented by pictures of activities, posters, illustrations, trophies or other media which will tell more clearly the work of the school in each Department.

- Class**
- 126 Exhibit representing work in English.
 - 127 Exhibit representing work of the year in social science.

- 128 Exhibit representing work of the year in mathematics.
- 129 Exhibit representing work of the year in science.
- 130 Exhibit representing work of the year in special subjects as art, music, commerce.
- 131 Exhibit representing work of the year in health and physical education.
- 132 Exhibit showing extra-curricular activities for the year.
- 133 Best general high school exhibit. To be judged on number and workmanship of articles to be exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each first prize counts five points; second, three; third, two.)

Section E

HIGH SCHOOLS WITH ENROLLMENT OF MORE THAN 250

Exhibit should contain not less than five nor more than twenty articles. The articles should represent work actually done during the school year. The exhibit may be supplemented by pictures of activities, posters, illustrations, trophies or other media which will tell more clearly the work of the school in each department.

Class

- 134 Exhibit representing work of the year in English or foreign languages.
- 135 Exhibit representing work of the year in social science.
- 136 Exhibit representing work of the year in mathematics.
- 137 Exhibit representing work of the year in science.
- 138 Exhibit representing work of the year in special subjects as art, music, commerce.
- 139 Exhibit representing work of the year in health and physical education.
- 140 Exhibit showing extra-curricular activities for the year.
- 141 Best general high school exhibit. To be judged on number and workmanship of articles to be exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each first prize counts five point; second, three; third, two.)

Section F

HIGH SCHOOLS OFFERING VOCATIONAL COURSES
VOCATIONAL AGRICULTURE EDUCATIONAL EXHIBIT

Class

- 142 The purpose of the exhibit is to acquaint the public with the various phases of the vocational agriculture program.

An exhibit by vocational agriculture departments covering three or more of the following phases of the vocational agriculture program, such as regular instruction, farm shop work, evening schools, supervised practice, Future Farmers of America, annual program of work or any other form of presentation.

The following outline will be used as a guide in judging:

A. Completeness of the phases represented

1. Each phase in sufficient detail ----- 20 points
- 20 points

B. Selection of materials ----- 40 points

1. Quality ----- 10 points
2. Adaptability ----- 15 points
3. Content ----- 15 points

C. Arrangement ----- 40 points

1. Neatness ----- 10 points
2. Unity ----- 10 points
3. General attractiveness ----- 20 points

Total ----- 100 points

VOCATIONAL TRADE AND INDUSTRIAL SCHOOLS

Class

- 143 An exhibit representing one or more phases of vocational training included in the Trade and Industrial courses in the public schools of Missouri offering approved vocational courses in either day, evening or part-time classes. The exhibit is intended to show the nature of the vocational training being offered by the school, class or department. Booths will be available for displaying the exhibits, one exhibit per booth.

These exhibits will be judged on:

1. The degree to which the nature of the work of the school, class or division is explained completely.
2. The attractiveness of the booth, with regard to color scheme, labels, placards, and the placing of the contents of the booth.

VOCATIONAL HOME ECONOMICS

Class

- 144 All-day classes.

- 145 Adult classes.

An exhibit representing one or more phases of the work now included in the Vocational Home Economics courses in high school and in the Adult Education classes in Missouri. It may represent actual class work or a development of class work carried on in the home by a carefully planned and supervised home project.

The exhibits will be judged on:

1. The ability to express the idea clearly and definitely.
2. The scope and educational value involved in the school exhibit.
3. Attractiveness, decorations, color scheme, labels, placards and the selection and placing of the contents of the exhibit.

Section G

NEGRO SCHOOLS

Class

- 146 Single one-room, negro school exhibit. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit.

- 147 County exhibit for negro schools. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit.

Section H

TEACHERS COLLEGES

- 148 Exhibit representing work of the school. (Not less than five departments.)

THE PEOPLE HAVE been induced to follow leaders who have wished to avail themselves of the freedom of the pioneer to take what he can and what he can from the free and unclaimed wealth of nature. The people knew this language and custom of the frontier and were easily led to think that it could be applied even in a settled country where the frontier no longer existed. Continuous propaganda, election campaigns, and legislative lobbies held the minds of the people to the desired direction as expressed by such slogans as "high standard of living," "full dinner pail," "individual freedom of bargaining." It has taken the people several decades to realize that when the industrialists assumed the pioneer right to take what they could, they were no longer taking natural resources but the hard-earned income of farmers and laborers. They were no longer exploiting forests, minerals, and water power, but men, women, and children.

—Education for Democracy, J. B. Johnston.

A STUDY OF THE TENURE OF MISSOURI SCHOOL SUPERINTENDENTS IN DISTRICTS MAINTAINING FIRST CLASS HIGH SCHOOLS.

Vest C. Myers, Southeast Missouri Teachers College, Cape Girardeau, Missouri

How long do school superintendents keep their jobs in Missouri? Is there an appreciable difference as to tenure among the various sections of the state? Is there a relationship between the size of the job—as measured by the number of teachers in the system—and the tenure?

An attempt has been made to answer these questions by making an analysis of the items listing the tenure of the superintendents, and the size of their teaching staffs, in the five teachers college districts of the state, as recorded in the School Directory of 1934-35. All of the first class high school districts in the state were included in the study. The school systems were classified according to faculty numbers as follows: schools with fewer than 15 teachers; schools with from 15 to 29 teachers; schools with from 30 to 44 teachers; and, schools with more than 44 teachers. Both elementary and high school teachers were included.

The results of the study are shown in the following table:

Average Tenure of Superintendents in the Five Teachers College Districts in Missouri.

Kirksville	5.6 Years
Warrensburg	5.5 Years
Cape Girardeau	7 Years
Springfield	4.5 Years
Maryville	5 Years

Average Tenure of Superintendents in Classified According to the Size of the Faculty.

Under 15 Teachers	4.8 Years
15 to 29 Teachers	7.1 Years
30 to 44 Teachers	10.3 Years
Over 44 Teachers	9.6 Years

While the conclusions from a study such as the present one must be of necessity somewhat modest, the following tendencies are apparent:

(a) The average tenure in the Cape Girardeau District is somewhat longer than that of the other sections of the state.

(b) The smaller systems have a more uncertain tenure than the larger systems, in fact, the average tenure more than doubles in going from systems under fifteen teachers to systems of thirty teachers and above.

It is interesting to note that there are twenty-nine Superintendents in Missouri who have held their positions for fifteen or more years.

A record hard to equal ATWOOD-THOMAS GEOGRAPHIES

Used in **12,500** places in the United States.

Used in **372** places in Missouri.

Used in **67** counties in Missouri.

This highly popular series is fully equipped with

Teachers' Manuals and Keys.

GINN AND COMPANY

2301-2311 Prairie Ave.,

Chicago

Articles of
Lasting Interest

The Magazine World

Condensed by
Wilfred Eberhart
Ohio State University

... Education below the border.
RED RULE IN MEXICO'S SCHOOLS
Condensed from *Current History*, December, 1935.

V. F. Calverton

MEXICO has set out to revolutionize education—by making it revolutionary. Henceforth Mexican youth is to be taught collectivist economics and psychology, for the aim of Socialist education is primarily not to encourage personal independence but to see to it that the individual thinks less of himself and more of society. And he is not to form his own convictions but to accept them ready-made.

The Mexican Department of Education has already begun a reorganization of primary and secondary school curricula that affects nearly two million pupils. Within the next twelve months all Mexican universities will probably lose their present autonomy and find themselves under the yoke of the government's educational program.

This drive for Socialist education is the result of a long and bitter struggle waged against the Catholic Church and foreign capitalists. Many of the largest schools in Mexico are today carried on in former church buildings. After the revolution of 1916 the new government strove to fortify itself against foreign capitalists, who still control almost 90 per cent of Mexico's resources, by labor and agrarian codes and restrictions upon foreign-controlled business enterprises. It was in those days, when socialism was the word of the hour, that the idea of Socialist education was born.

Three propositions are stated in Mexico's "Program of Public Education for 1935:" the eradication of illiteracy, the emancipation of the proletariat, and the inculcation of a co-operative instead of a competitive purpose in school and society. The rural schools, which have multiplied rapidly in the past ten years, have become the center of the social life of the community. Even subjects as remote from social strife as mathematics and English have been given a Socialistic interpretation.

The net result of Socialist education thus far, however, has been disappointing. The truth is that the teachers themselves are for the most part inadequately equipped; only a small minority are able to do justice to the program in the classroom. Unless Socialist education can be made something more than a political device, it will remain progressive in theory but retrogressive in practice.

*... Must the schools
teach sentimental idealism?*
**POLITICAL REALISM IN PUBLIC
SCHOOLS**

Condensed from *Scribner's Magazine*, December, 1935.

Howard E. Wilson

What the average American today knows about politics he has learned outside the schools. Boys and girls leave high school knowing such facts as the age at which a man may become president and the term of office of a congressman, but it is through the partisan press, chance conversations, the radio, and the newsreel that they acquire most of the information and the attitudes that determine their reaction to current political affairs. Their political vision has blind spots in it and too often is distorted by lack of perspective.

The average pupil thinks of government in images of statesmen standing in Websterian poses, of congressional action as a sequence of speeches, of public executives speaking on state occasions rather than as workers at office desks. As a matter of fact, government is not the more or less willful activity of a group of men in Washington, in state capitals, in city halls—as we usually teach—but is a sociological process. The pressure groups, propaganda agencies, and party conflicts are all sociological manifestations of political science. Until all of us learn these facts, we shall not make much progress in civic training.

The schools are unconsciously breeding cynicism by ignoring the problem of public corruption and by putting personages on pedestals. The doors of the school are usually closed to any mention of government as it is rather than as it ought to be. What is needed in our outlook is a recognition of the fact that efficiency and inefficiency are alike parts of the same sociological process. There are a goodly number of men in public office undramatically honest. Graft, even at its worst, is not a monopoly of public officials. Debunkery is only one side of the picture, and overemphasis on it is as distorting as is wishful thinking.

In business we investigate new inventions and scrap machinery which is not efficiently up to date. Politically, however, we tend to hang onto an institution so long that a relatively violent reaction to it is inevitable. If teachers of the social studies could seek less to develop blind loyalties to agencies which are simply old, we would have a better chance of perpetuating that which is good.

. . . A new program for
secondary education.
EDUCATION THROUGH WORK
Condensed from *Educational Method*, Novem-
ber, 1935.

Horace B. English

WHILE the whole social order is chang-
ing with catastrophic rapidity, educa-
tion obviously cannot stand still. If,
as everyone seems to agree, education should
prepare people for life, it is evident that we
must enable pupils to adjust to this changed
and changeable social order. They must under-
stand the essential nature of the industrial,
commercial, and political life of our day.

This involves portentous changes, particu-
larly in secondary education. The high-school
curriculum can no longer remain so gloriously
irrelevant to the momentous changes that are
taking place before our very eyes. It is time
to quit aping an aristocratic tradition and be-
come really democratic in education. In a
democracy we cannot afford to have an educa-
tion that is a pale imitation of that provided
for graceful but useless parasites. High school
already is a jail to many pupils and unless it
is changed it will be even more so for the fifty
per cent who now escape its encircling walls.

The main outlines of the new education
which universal attendance requires are ap-
parent. It must be more concrete, more
tangible; it must deal with living realities, not
a dead tradition. Youth is a restless period.
For many adolescents, school is not enough—

they want to work. And they ought to want
to work. Work is educative. Work is a spiri-
tual necessity. To keep husky youths from
fourteen to eighteen from work tends to ruin
their schooling; to cut them loose from school
is to turn them over to the monotonous slavery
of the machine age.

The answer seems to lie in some form of
part-time work and study. A few institutions
have been pioneering along these lines—among
colleges, notably Cincinnati and Antioch.
There is an effort to see that students get jobs
that are broadly educative—work which en-
riches experience, develops personality, and
permits the gaining of practical judgment by
putting it to the test. The details of such a
program still remain to be worked out on the
secondary level, but this is the sort of realistic
education which will help our children to be
happy in the callings that they will pursue and
in other ways to live full, rich lives.

. . . What's wrong with education?

PAINLESS EDUCATION

Condensed from the *Atlantic Monthly*, Decem-
ber, 1935.

E. A. Cross

THERE is a growing conviction that some-
thing is vitally wrong with our system of
education. This dissatisfaction is not
limited to critics who stand outside the or-
ganization and look on. It is shared by many
of the most thoughtful teachers working with-
in the system. Universal free education is

Chewing gum

HELPS MAKE WINNERS

Good Teeth, Good Health and
Good Marks are closely related.
Four Factors that aid good teeth
are Proper Food, Dentist's Care,
Personal Care and plenty of Chew-
ing Exercise. There is a reason, a
time and place for chewing gum.



Forward Looking manufacturers call upon
great Universities to make impartial investigations
of their products. Results of such research form
the basis of our advertising.

*The National Association of
Chewing Gum Manufacturers*



HOW THEY AVOIDED ME WHEN THEY KNEW I WAS "BROKE"

But I Surprised Them All By Not Borrowing A Nickel From Friend Or Relative

"Of course I couldn't have done otherwise. When mother wired me that S. O. S. call I simply endorsed my salary check and mailed it home. But it certainly left me in a pickle—rent unpaid, bills piled up, no cash to do me until next payday.

"And the other teachers—how they avoided me when they knew I was broke! At that I didn't blame them. They had troubles of their own. But I surprised them all. I didn't borrow a nickel from friend or relative. My secret? That Household ad I ran across in my teacher's magazine."

This is the solution, with personal variations, that hundreds of schoolteachers have found to the problem presented by a financial emergency. The Household Plan for Schoolteachers is a confidential, businesslike method, requiring no signatures but the teacher's own. There is not the slightest trace of embarrassment or humiliation in the transaction. *You need to know* about this resource that is available to you in case of emergency. Mail this coupon today!

HOUSEHOLD FINANCE CORPORATION

MISSOURI OFFICES

KANSAS CITY
2nd Fl., Shankman Bldg.
3119 Troost Ave.

4th Fl., The Dierks Bldg.
1006 Grand Ave.

ST. JOSEPH
4th Fl., Tootle Bldg.

ST. LOUIS
19th Floor Railway Exchange Bldg., Olive St.,
between 6th and 7th
4th Fl., Missouri Theatre Building, 634 North
Grand Blvd.

Household charges the low monthly rate set by the Missouri law, 2 3/4% on unpaid balances only

FREE—Booklet and Application Blank

Send today for free copy of "The Household Plan for Teachers," specimen application blank and other information. Mail coupon NOW!



HOUSEHOLD FINANCE CORPORATION
(Mail to nearest HOUSEHOLD office)
Please mail me, free of charge, your brochure "The Household Plan for Schoolteachers" and specimen application blank. I understand that this places me under no obligation to negotiate a loan.

Name
Address City
State Amount I wish to borrow

usually justified on the ground that it creates thinking, law-abiding, and morally clear-seeing citizens. Do our schools succeed in turning out men and women of this kind? By the thousands, yes. But by the millions, no.

A large section of the teaching guild are indifferent to the school's obligation to educate for citizenship. There are still many men who take up teaching as a financial stepping stone to the professions, many girls who regard it as an interim job between college graduation and matrimony. The majority of these teachers have no cure beyond "giving satisfaction." Furthermore, the average intelligence of prospective teachers, while not alarmingly low, is perceptibly lower than that of students who expect to enter some of the other callings—engineering and law, for example. If the teachers' influence upon the lives of the young is as important as we think it is, the state should require colleges to select only the most intelligent and the most promising for this high service.

Our system of education has developed a restless hierarchy of executives who so harass the teachers with *objectives, purposive motivations, objective standardized tests, modes, averages, standard deviations, co-efficients of reliability, and frames of reference* that calm attention cannot be given to the children, for whom the schools exist. Take a class of forty singing seniors. A third of them hate literature. Science bores them. Sociology and economics are the bunk.

What can be done about it? First, we shall have to abandon our approval of painless education; being happy in school is not enough. Second, only real teachers should be permitted to teach. Third, executives must stop dancing around in spirals and making believe that random movement is progress.

SCIENCE PROJECT—from page 14.

grows an enduring, satisfying love and appreciation, has given to him that which is impossible of human measurement. He has had a part in the moulding of an immortal soul. Such a teacher is a real educator, for he has created for the child a world in which he through joyful, meaningful, healthful living is preparing himself to live more richly in that future world which grows imperceptibly from the world of the present.

Schools

SAVE 35%⁵⁰

Bass offers this brand new 400 Watt—\$135 AMPRO 16 mm Projector on Free Trial Money Back Guarantee. Special to Schools, **\$99.50** on easy terms.

RENT FILMS. Send for new BASS 16mm Free Film Catalog listing hundreds of Educational, Religious and Comic Films. Write Dept. F.

BASS CAMERA COMPANY
179 W. Madison Street, Chicago, Ill.

English Curriculum Committee Completes Work

By Representative of the Public Relations Committee, National Council of Teachers of English.

THE REPORT of the Curriculum Commission appointed five years ago by the National Council of Teachers of English, has just been published. As the title, *An Experience Curriculum in English*¹ suggests, chief emphasis is laid upon experience.

Experience is described, after John Dewey, as meeting a situation, doing something about it, and taking the consequences. "The ideal curriculum," the report states, "consists of well-selected experiences. The guiding idea for both curriculum builder and user is the conception of the curriculum as a body of guided experiences paralleling present and future out-of-school experiences."

With such a basic philosophy of learning for living, social situations determine the organization of the curriculum. Each of the big sections of pupil activity—literature, reading, speech, writing, and creative writing—is divided into "strands" of similar activities. For example, Speech at the secondary level is divided into Conversing, Telephoning, Interviews and Conferences, Discussion, Questions and Answers, Organizations, and Special Occasion Speeches.

Literature at the elementary level is divided into Enjoying Action and Suspense, Enjoying Humor of Various Kinds, Enjoying the World of the Senses, Exploring the Social World, Enjoying Fantasy and Whimsy, and Sifting the Radio Programs.

Since "the exchange of ideas and information is the very life blood of society" the commission reports that "the art of communication must occupy a prominent place in any modern curriculum." And because the occasions for speaking are more frequent, more varied in type, and in many ways more difficult to meet than occasions for writing, it is recommended that pupils be given more school experience in spoken than in written communication.

The teaching of literature is based on the conception of giving the pupil experiences that have intrinsic value for him now. But since not all pupils in the same grades are ready for the same experiences, the literature course must be highly flexible so that the teacher may choose material to suit the personalities and the social situation in each class. Pupils are frequently to be given the experience of choosing for themselves what they will read as regular class work and allowed freedom



WORKING AND HAPPY---USING

THE STANFORD SPELLER

by

John C. Almack, Ph.D.
Stanford University,

and

Elmer H. Staffebach, Ph.D.
State College, San Jose

We are pleased to announce that a new edition of *The Stanford Speller* has been even more popular than the first edition.

The new edition contains a complete dictionary of all the words for Grades 4 to 8 inclusive, with no increase in price. Other important improvements are included in the new edition.

Write for information about other
PUPIL-ACTIVITY TEXTBOOKS:
Essentials of Everyday English
Lenne's Essentials of Arithmetic
Art Appreciation Textbooks

Laidlaw Brothers

320 East 21st Street
Chicago

¹ An Experience Curriculum in English, W. Wilbur Hatfield, chairman, D. Appleton-Century Company: 350 pages, \$1.75.

GREGG SHORTHAND

Taught in the public high schools of 99.46% of the cities and towns in the United States where instruction in shorthand is offered.

Relative Standing of Systems

Shorthand System	Cities and Towns or Public School Systems		Percentage
Gregg.....	9117.....		99.46%
14 Other Systems....	50.....		0.54%

Ask our nearest office to send you pamphlet entitled "Ten Facts About Shorthand"—a remarkable story of success and achievement. Of interest to every teacher and school executive.

Mention this magazine.

THE GREGG PUBLISHING CO.

New York Chicago San Francisco Boston
Toronto London Sydney

almost always in outside reading. "For the graduate never to have read a sentimental, improbable, or badly written book," the report announces, "is a misfortune. We should let the boys and girls make choices between good and poor books while we are still at hand to help them establish standards." A warning is sounded against trying to develop the reading habit through compulsion. "There is abundant evidence that pupils will read more, now and hereafter, under stimulation and guidance than under specific requirements."

An important feature in the Experience Curriculum is the relegation of corrective work in language and reading to a separate division where it will be experienced only by those who in tests or daily performance clearly show need of it.

Members of the Commission in the main approved the present strong tendency to experiment with integrated activity units, but they did not feel that the time was ripe to offer a course of study which should include all the other subjects taught. The units given in composition are so arranged that they will fit very well into such activity units as individual schools or teachers may initiate.

The innovation proposed in the report which is most likely to provoke widespread discus-

sion among teachers is the omission of grammar as a required formal study.

"Since no scientific experiment has ever showed any considerable value of grammar in the establishment of habits of correct speech or writing," W. Wilbur Hatfield of Chicago Normal College, chairman of the Commission states, "grammar is introduced solely as an aid in the construction of more effective sentences. After ordering such organization, many members of the Steering Committee were at first shocked by the result, but upon more thorough study, they almost unanimously approved it."

An Experience Curriculum in English is the work of a commission of 100 successful teachers of English from all sections of the United States and as such represents the best current thought about the content, and to some extent the method, of instruction in literature, reading, and expression, both oral and written. Representatives of the following organizations served on the Commission:

National Education Association
American Association of Teachers Colleges
National Association of Journalism Advisers
National Association of Teachers of Speech
North Central Association of Colleges and Secondary Schools
Southern Association of Colleges and Secondary Schools.

The appearance of the book is timely, for the courses of study in English as in other studies are now being reorganized in many schools and school systems, and a guide has long been needed. School administrators, members of curriculum committees, and teachers interested in bringing English teaching in line with present-day educational philosophy can now benefit from the co-ordinated efforts of leading thinkers in the profession.

The book is of especial significance in that it represents the first attempt ever made to devise a pattern curriculum in English from Kindergarten through graduate school. The Commission, recognizing the impossibility of creating a single curriculum suited to pupils in many different environments, has limited its work to a presentation of essential principles in an integrated course of study throughout the school period and to an application of these principles.

The recommendations of the College Committee of the Commission for the teaching of English from the freshman class through graduate school were published last year with the title, *The Teaching of College English*,² under the editorship of Professor Oscar James Campbell of the University of Michigan. The two books cover curriculum problems in the entire English field.

² D. Appleton-Century Company: 164 pages, \$1.50.

NATIONAL POPPY POSTER CONTEST OF THE AMERICAN LEGION AUXILIARY

When disabled veterans of the World War begin making paper poppies this winter to commemorate the sacrifices of their comrades killed in the war, American school children will be drawing posters to depict the spirit and purpose of the poppies. The American Legion Auxiliary has announced a national poppy poster contest for pupils from the fourth to the twelfth grades, to be conducted in co-operation with the schools.

The contest has been sponsored annually for a number of years by the Auxiliary, with increasing interest each year. Posters from nearly every state were displayed in the national contest held during the Auxiliary's national convention in St. Louis in September and were viewed by thousands of convention visitors. Cash prizes and cups were awarded the national winners.

The 1936 contest will begin with local competitions closing May 10th and the posters entered in them will be displayed locally in advance of Poppy Day, the Saturday before Memorial Day, when poppies are distributed throughout the nation to honor the war dead and raise funds for the disabled, widows and fatherless children. Winning posters in the local competitions will be entered in state contests, to be held at the state conventions of the auxiliary during the summer. State win-

AMERICAN CITIZENSHIP PRACTICE

New Edition Containing Important Up-to-date Material

This new edition gives and explains the twentieth and twenty-first amendments, tells of the change in the meeting dates of Congress involving the abolition of the Lame Duck session, and offers other important new information.

This book offers a definite, thorough, and attractive program of study—an exceptionally practical and usable high school civics text. The authors have embodied in this book the results of many years of their invaluable experiences.

Written by Three Missouri Educators:

R. V. Harman, H. R. Tucker,
J. E. Wrench

Write today for complete information.

The University Publishing Co.

1322 West 13th.

Kansas City, Mo.

THE CHILD DEVELOPMENT READERS

Edited by Julia Letheld Hahn

A new series with a content and method that make reading a joyful, satisfying adventure.

Primary Series by

Julia Letheld Hahn, Julia M. Harris, Jennie Wahlert

"Reading Readiness" is given practical emphasis in this new series of readers. By means of orientation picture cards, a pre-primer booklet, illustrations that are a vital part of the content, and original and workable suggestions to the teacher, the series excels all others in developing a background of experience that will enable every individual child to approach each reading lesson with a keen intellectual appetite. The child is led to *comprehend* in the largest sense; that is, by relating what he reads to what he knows. This, and the stimulating nature of the content and the resulting activities, assure unusual all-round development to the child using this series.

Primary Series Now Ready

HOUGHTON MIFFLIN COMPANY

2500 PRAIRIE AVENUE

CHICAGO, ILLINOIS

ners will be judged for national prizes at the national convention in Cleveland next fall.

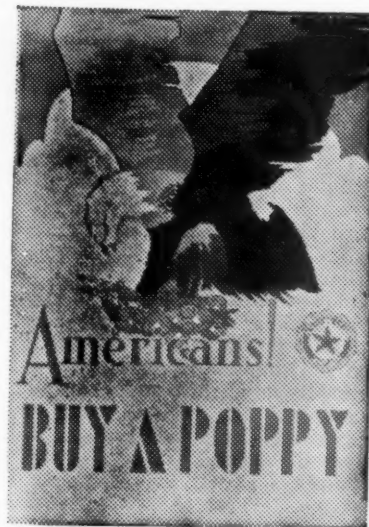
The contest will be conducted in three classes: first, for pupils in the fourth, fifth and sixth grades; second, for pupils in the seventh, eighth and ninth grades; and third, for pupils in the tenth, eleventh and twelfth grades. Local, state and national prizes will be offered in all three classes.

RULES FOR NATIONAL POPPY POSTER CONTEST, 1935-1936

1. Contests shall be carried on by Units in schools under their direct supervision.
2. Contest shall have three classes: First, students in 4th, 5th, and 6th grades inclusive; second, students in 7th, 8th and 9th grades inclusive; and third, students in 10th, 11th and 12th grades inclusive. The grading into elementary, grammar and high school groups should be according to the state educational laws.
3. There shall be a National prize for the best poster in each class.
4. The Unit prize-winning posters shall be sent to Department Conventions. Three prize posters from each Department shall be sent to National Headquarters at a date prior to National Convention. Three posters selected by judges shall be the National winners of the prizes. Their decisions are final.
5. These "three" mentioned means one from each class named in rule 2.
6. Poppy Poster:
 - (a) Subject—"Veteran Made Poppy." The word "Buddy" will not be accepted. "American Legion," "American Legion Auxiliary" are accepted.
 - (b) Each Poster shall have a fitting slogan or title.
 - (1) This shall not exceed ten (10) words (the articles "a," "an," "the" not counting in the ten.)
 - (2) Each poster shall have color in keeping with the subject.
 - (3) Unit contest will close May 10th and posters may be used in advertising displays.
 - (4) The posters shall measure 14"x20".
 - (5) The posters shall be chipboard, matboard, white pasteboard or cardboard. (Fawn or light gray best background.) Drawing paper not accepted.
 - (6) Teachers supervising contest shall be advised of these rules in writing furnished by local Units to schools contacted by them.
 - (7) Judging posters shall in all instances use this scale:
 - a. Appeal (force with which the poster drives

home the poppy message)	-----	50 points
b. Artistic ability	-----	20 points
c. Originality	-----	20 points
d. Neatness	-----	10 points

7. Name and address of contestant and Department shall be attached to back of poster in a sealed envelope.



First national prize-winning poster in the high school class of the American Legion Auxiliary's 1935 poppy poster contest. The hovering eagle represents the spirit of patriotism, and the poppies, the memory of the war dead still clasped in the hearts of patriotic Americans. It was drawn by Julian Wagner, W. H. Lynch High School, Amsterdam, New York.

BOND ISSUES

A \$12,000 school bond issue was carried 352 to 18 as voters indicated their approval of the proposed addition to the high school Friday at Republic. The Federal Government, through WPA, will provide \$16,000 toward the project, a new auditorium to cost \$25,000. Redecoration and repair of the grade school here will use the remaining \$3000.

A \$5000 bond program to supplement an \$18,167 federal and state grant for the building of a new district schoolhouse under the WPA program was voted at Missouri City, 171 to 4.

ROCKY MT. TEACHERS AGENCY

410 U. S. Nat. Bank Bldg., Denver, Colo.

Est. 1906

GOOD TEACHERS AGAIN IN DEMAND

Rural to College Inclusive.

Special Territory West of Miss. Free Booklet "How To Apply, etc." 50c to non-members. Unexcelled Service. Largest in the West. WM. RUFFER, Ph.D., Mgr.

FISK TEACHERS AGENCY CHICAGO

OUR SERVICE IS NATIONWIDE.

Our work covers all departments in the educational field. Every special type of work receives our careful attention, as well as the work in the regular academic departments. Address 1200 Steger Building, 28 E. Jackson Blvd., Chicago, Ill.

ALBERT TEACHERS AGENCY

50th Anniversary
25 E. JACKSON BLVD., CHICAGO, ILL.

FORWARD TO BETTER PAY. Two-thirds 1935 placements promotions. Large increase over 1934. Calls now coming in. Send for folder.

"Correspondent" Agencies:

E. T. Duffield, 535-5th Ave., N. Y.
Alta B. Collier, Inc., Spokane, Wash.

CHILD LABOR DAY

January 25-26-27, 1936

Following a custom of more than a quarter century, the National Child Labor Committee has designated the last week-end in January as Child Labor Day—dedicated to the thousands of American children whose lives are still shadowed by the threat of industrial exploitation.

The breathing spell granted to child laborers for nearly two years by the temporary industrial codes came to an abrupt end with the Supreme Court Decision last May. Once again child labor is permitted in American industry.

Extreme cases of exploitation have already been reported: children 12 and 13 years of age working in silk mills in Paterson, New Jersey; a 13-year-old boy working 11 hours a day and 7 days a week at a barbecue stand in Houston, Texas; a 12-year-old boy in Flint, Michigan, who broke his leg trying to jump on to the truck of the huckster who hired him and three other boys (one of them only 11 years of age) as helpers. Usually such cases become known only where the employer is actually prosecuted.

Less dramatic but equally significant are the reports of work permits issued to children under 16 which have come in from a number of state labor and education departments indicating a sudden increase in child employment during the second half of 1935.

Seven states now have laws prohibiting the use of children under 16 in manufacturing, at least during school hours, and it is to be hoped that others may be added to this list during 1936. But that the states where children most need such protection will take this step of their own volition is a faint hope indeed. It is to nation-wide regulation of child labor that we must look for a permanent remedy. This is attainable as soon as twelve more states ratify the pending Child Labor Amendment giving Congress the power to enact a federal child labor law. Twenty-four states have already ratified; eight others hold regular legislative sessions in 1936 at which favorable action may be taken. There is no time to be

lost; without the Amendment, changing industrial conditions may at any time enlarge the thin stream of child laborers already returning to industry, into an engulfing flood.

Suggestions for the observance of Child Labor Day may be secured from the National Child Labor Committee, 419 Fourth Avenue, New York City.

HIGH SCHOOL ANNUALS RECEIVE INTERSCHOLASTIC PRESS AWARDS

The Missouri Interscholastic Press Association recently announced the awards for the 1935 High School Annual Contest, sponsored by the association. The winners are as follows:

Class A1

- 1st. THE OZARKA, The School of the Ozarks.
- 2nd. CRESSET, Chillicothe High School.
- 3rd. THE COMET, Blairstown High School.

Class A2

- 1st. SCHOLAE, Potosi High School.
- 2nd. TIGER CLAW, University High School, Columbia.

Class B1

- 1st. TUBA, Perryville High School.
- 2nd. THE OAK, Lafayette High School, St. Joseph.

Class B3

- 1st. THE CREST, J. M. Vogt High School, Ferguson.
- 2nd. THE MARYVILLIAN, Maryville High School.

Class D1

- 1st. RESUME, Springfield High School.
- 2nd. THE JOPLIMO, Joplin High School.
- 3rd. THE BEACON, Grover Cleveland High School, St. Louis.
- 4th. ECHO, Webster Groves High School, Webster Groves.
- 5th. THE SAGA, Normandy High School, St. Louis County.

H E L P

the institution you work for and the organization that works for you by getting your library books and supplies from the

PUPILS READING CIRCLE of the Missouri State Teachers Association

Thus you will
Save money for your school
and
help your own organization
to
continue its work
for
better schools
where
better teachers
train
better citizens
for
a better Missouri.

Your own Association
Can supply every library need

Write to

E. M. CARTER,
Teachers Building, Columbia, Missouri
for Order blank Catalog.

M. S. T. A.

GROUP INSURANCE

MEMBERS of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

If 16 years of age the cost will be	\$4.97.
If 17 years of age the cost will be	\$5.07.
If 18 years of age the cost will be	\$5.15.
If 19 years of age the cost will be	\$5.26.
If 20 years of age the cost will be	\$5.37.
If 21 years of age the cost will be	\$5.47.
If 22 years of age the cost will be	\$5.58.
If 23 years of age the cost will be	\$5.64.
If 24 years of age the cost will be	\$5.71.
If 25 years of age the cost will be	\$5.77.
If 26 years of age the cost will be	\$5.81.
If 27 years of age the cost will be	\$5.85.
If 28 years of age the cost will be	\$5.88.
If 29 years of age the cost will be	\$5.90.
If 30 years of age the cost will be	\$5.93.
If 31 years of age the cost will be	\$5.95.
If 32 years of age the cost will be	\$5.98.
If 33 years of age the cost will be	\$6.06.
If 34 years of age the cost will be	\$6.15.
If 35 years of age the cost will be	\$6.26.
If 36 years of age the cost will be	\$6.42.
If 37 years of age the cost will be	\$6.61.
If 38 years of age the cost will be	\$6.82.
If 39 years of age the cost will be	\$7.06.
If 40 years of age the cost will be	\$7.35.
If 41 years of age the cost will be	\$7.68.
If 42 years of age the cost will be	\$8.08.
If 43 years of age the cost will be	\$8.49.
If 44 years of age the cost will be	\$8.99.
If 45 years of age the cost will be	\$9.52.

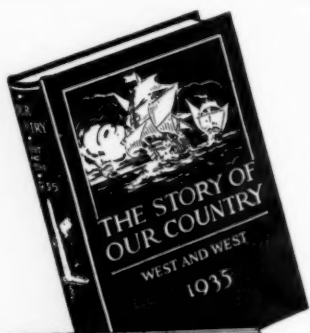
Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

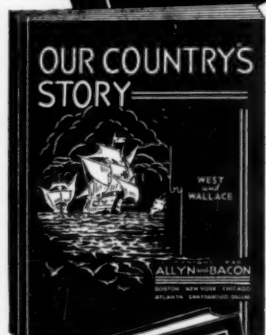
Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write E. M. Carter, Secretary, Columbia, Missouri, for a free application blank and full information.

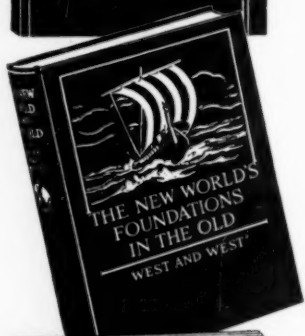


West and West's

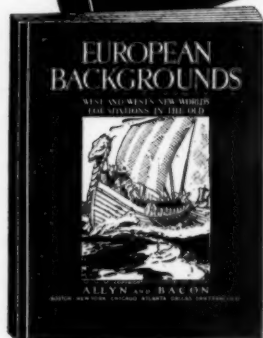
**Story of Our Country
(1935)**



**Our Country's Story
(1935) Workbook**



**New World's
Foundations in the
Old (1934)**



**European Backgrounds
(1935) Workbook**

These new texts and workbooks meet the requirements of the Missouri course of study in seventh and eighth grade history. While the workbooks are based on these texts, they may be used with any texts which follow the Missouri course of study.

Allyn and Bacon

2231, SOUTH PARK WAY

CHICAGO, ILLINOIS